New Paper Pattern 20[illegible]8

Punjab

English Grammar & Activity Book

Intermediate (Part-II)

Subjective & Objective Type Questions/ Answers

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PUNJAB
ENGLISH GRAMMAR & ACTIVITY BOOK

INTERMEDIATE PART-II

By

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Contents

TEXTBOOK-II (Part-I) Short Questions/Answers & Multiple Choice Questions

NOVEL

MODEL PAPER "ENGLISH"

Intermediate Part-II Examination, (2008 & Onward)

(Issued by Board of Intermediate & Secondary Education)

SUBJECTIVE

Time: 2:30 Hours Total Marks: 80

SECTION-I

Q.1 (a) Write the short answers of any six (in 3 – 5 lines) questions from Book II (Modern Prose and Heroes) Part-I. (12)

(i) How did the earth come into being?

(ii) What was the superstitions that were very common in the past?

(iii) Give two reasons of boy's failure in the college.

(iv) Why did the writer like holidays?

(v) Why should we destroy old books?

(vi) What advice did the doctor give to the writer?

(vii) Where did the writer keep his savings after his misadventure in the bank?

(viii) What are the major reasons of a famine?

(ix) How did Al-Hakam patronise learning in Muslim Spain?

(b) Write the short answers of any six (in 3 – 5 lines) questions from Book II (Modern Prose and Heroes) Part-II. (12)

(i) Why was Churchill afraid of examinations?

(ii) Why did the writer like El Golea?

(iii) How did the writer escape from death at the bordj?

(iv) Why did Fleming select St. Mary's?

(v) Why wasn't Fleming proud of his discovery?

(vi) What do you know about Louis Pasteur's patriotism?

(vii) How did Louis Pasteur save silk worm industry?

(viii) Why was Mustafa Kamal sent to Anatolia?

(c) Write the short answers of any eight (in 3 – 5 lines) questions from the Novel, Good-Bye Mr. Chips. **(16)**

(i) Describe Mr. Chip's experiences at Brookfield on the first day.

(ii) What was Brookfield's contribution for the glory of England?

(iii) How did Mr. Chips entertain his students at Mrs. Wickett's?

(iv) What is the most interesting incident of the novel?

(v) Describe any two changes brought about by Katherine in the life of Mr. Chips.

(vi) What was the effect of Katherine's death on Mr. Chips?

(vii) What was the reason that led to the quarrel between Mr. Chips and Mr. Ralston?

(viii) How did the boys react to the quarrel between Mr. Chips and Mr. Ralston?

(ix) Describe the farewell speech of Mr. Chips in a few lines.

(x) What was Mr. Chips presented with at the time of his retirement?

(xi) Who was Linford?

(xii) How did Mr. Chips react to the remarks of Mr. Cartwright about his being issueless?

SECTION-II

Q.2 Write an essay (300 – 400 words) on any one of the following topics: (15)

(i) Computer (ii) My Aim in Life

(iii) A Cricket Match (iv) Place of Women in the Society

Q.3 Use any five of the following idioms in sentences of your own: (10)

Put on, Set in, At length, Under a cloud, Break the ice, French leave,

Storm in a tea cup, A white elephant

Q.4 Translate the following passage into English: (15)

کتابیں بھی عجیب نعمت ہیں۔ جب رنج والم کے بادل ہماری زندگی کو تاریک کر دیتے ہیں تو یہ شیریں الفاظ میں ایک سچے دوست کی طرح ہماری ڈھارس بندھاتی ہیں۔ یہ کبھی ہمیں تنہا نہیں چھوڑتیں۔ لیکن کتابوں کے انتخاب میں ہمیں بڑی احتیاط سے کام لینا چاہیے۔ بعض کتابیں سانپ سے زیادہ زہریلی اور بچھو سے زیادہ خطرناک ہوتی ہیں۔ ہمیں ہمیشہ اچھی اور فائدے مند کتابیں ہی پڑھنی چاہئیں۔

Note: Candidates, whose medium of examination is English, will write a paragraph on "My First Day at College".

MODEL PAPER "ENGLISH"

Intermediate Part-II Examination, (2008 & Onward)

OBJECTIVE

Time: 30 Minutes Total Marks: 20

Note: Write your Roll No. in space provided. Over-writing, Cutting, Erasing, Using lead pencil will result in loss of marks.

Q.5 (a) **Tick the right choice of the following under-lined words from Book-II (Modern Prose and Heroes) Part-I:** **(3)**

(i) Only learning is not of much value unless he possesses the physical **vigour** to bring it to bear on the world's problems.

(a) show (b) strength (c) habit (d) ordinary

(ii) Daiches hung on the **outskirts** of a crowd around an ice cream borrow.

(a) area (b) place (c) outer edge (d) far away

(iii) The Chinese regime has set up an assistance system guaranteeing a minimum **subsistence** level.

(a) survival (b) prosperity (c) promotion (d) category

(b) Tick the right choice of the following under-lined words from Book II (Modern Prose and Heroes) Part II: **(3)**

(i) I continued in this **unpretentious** situation for nearly a year.

(a) unforgiving (b) unable (c) undue (d0 unassuming

(ii) It would be hard to think of a less **åppetising** drink than the greenish fluid.

(a) increasing hunger (b) fragrant

(c) sweet (d) stinking

(iii) The firing gets worse steadily, a general **massacre** of Armenians is expected.

(a) crowd (b) general killing (c) riots (d) strike

(c) Tick the right choice of the following under-lined words from the novel Goodbye Mr. Chips: **(4)**

(i) Chips would sing out, in that jerky, high pitched voice that had still a good deal of **sprightliness** in it.

(a) liveliness (b) cunningness (c) activity (d) strangeness

(ii) He paced through Brookfield village as in some horrifying **nightmare**.

(a) darkness (b) horrible dream (c)

(iii) Mr. Chip's speech was **impeded** by the laughter of the audience.

(a) praised (b) exaggerated (c) disliked (d) interrupted

(iv) Chips looked at the window greying into **twilight**.

(a) bright light (b) dusk (c) rust (d) pitch dark

Q.6 (a) Fill in the following blanks with appropriate prepositions: (5)

(i) He comes ———— a noble family.

(a) on (b) of (c) off (d) at

(ii) He alighted ———— the train.

(a) from (b) on (c) in (d) to

(iii) He parted ———— his friends.

(a) on (b) with (c) from (d) to

(iv) This book belongs ———— Azra.

(a) to (b) with (c) for (d) from

(v) He was shivering ———— cold.

(a) at (b) with (c) in (d) by

(b) Four options (a), (b), (c) and (d) are given at the end of every sentence. Only one of them is correct You are required to tick the right choice. (5)

(i) Either he or I are going there.

(a) Either he or I am going there (b) Either he or I is going there

(c) Either he or I were going there (d) Either he or I would going there

(ii) Although he is ill, but he works.

(a) Although he is ill, yet he works (b) Although he is ill, and he works

(c) Although he is ill, still he works (d) Although he is ill, nevertheless he works

(iii) He said that I am going home.

(a) He said that I will be going home (b) He said that he was going home

(c) He said that he were going home (d) He said that he shall go home

(iv) I met a miser man.

(a) I met the miser man (b) I met miser

(c) I met a miser (d) I met a miser men

(v) He as well as I am going.

(a) He as well as I are going (b) He as well as I is going

(c) He as well as I were going (d) He as well as I would going

Chapter 1

The Sentence

THE SENTENCE

A sentence is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a full stop, a question, or an exclamation mark.

Examples

1. God is one.
2. The College is open.
3. Stars shine in the sky.
4. Children play in the playground.
5. He sat on the wall.
6. Have they resolved the matter?
7. What a nice person he is!
8. We say our prayer regularly.
9. Always speak the truth.
10. Do not tell a lie.

Kinds of Sentences

There are four kinds of sentences: **declarative, interrogative, imperative, and exclamatory.**

i. ***A declarative sentence*** makes a statement. It tells something. A full stop is used after this kind of sentence.

1. My brother caught several fish this morning.
2. Hassan has not come today.

Note ***This sentence is also called statement or assertive sentence.***

ii. ***An interrogative sentence*** asks a question. A question mark is used after this kind of sentence.

1. Do you know how to clean a carpet?
2. What are you doing nowadays?

iii. ***An imperative sentence*** makes a command or requests someone to do something. This kind of sentence usually ends with a full stop.

1. Give me that book.
2. Please help yourself to find a dish.

Note ***If the command in an imperative sentence is short and sharp, an exclamatory mark is used.***

1. Get Lost!
2. Take it away!

iv. ***An exclamatory sentence*** expresses strong feelings. An exclamation mark is used at the end of this kind of sentence.

1. The mangoes taste great!
2. What a beautiful sight it is!

Exercise 1

Read the following sentences and mention what kind each one is. Also punctuate the sentences.

Example: *Amina is my sister.* Declarative

1. Cancel my order -----
2. Go tell it on the mountain -----
3. Why do you suppose elephants have trunks -----
4. Edgar Allan Poe is considered the father of the detective stories -----
5. How quickly this letter was delivered -----
6. Miner-e-Pakistan is the tallest building in Lahore -----
7. Please give me your book for a few days -----
8. Did Quaid-e-Azam write fourteen points -----
9. They made beautiful objects from precious metals -----
10. What an amazing story she has told us -----

Exercise 2

(a) Write five ***statement sentences*** using the verbs given in brackets.

1. ______________________ (feel)
2. ______________________ (smell)
3. ______________________ (miss)
4. ______________________ (forget)
5. ______________________ (like)

(b) Write five ***interrogative sentences*** using the verbs given in brackets.

1. ______________________ (drive)
2. ______________________ (sing)
3. ______________________ (praise)
4. ______________________ (know)
5. ______________________ (want)

(c) Write five ***imperative sentences*** using the verbs given in brackets.

1. ______________________ (write)
2. ______________________ (bring)
3. ______________________ (take)
4. ______________________ (switch on)
5. ______________________ (run)

(d) Write five ***exclamatory sentences*** using the verbs given in brackets.

1. ______________________ (sound)
2. ______________________ (look)
3. ______________________ (seem)
4. ______________________ (listen)
5. ______________________ (watch)

The Parts of a Sentence (Subject & Predicate)

The subject is the name (noun or pronoun) of the person, place or thing about which something is said. It may be one word or a group of words. The predicate tells something about the subject. Both the subject and the predicate form a sentence.

Subject	Predicate
(Who or what)	**(What is said about the subject)**
The girls	watched television.
Some people	like cold weather.
Naeem	performed magic tricks.

Exercise 3

Draw a vertical line between the subject and the predicate of each of the following sentences:

Example: *Everyone / laughed.*

1. The predicate of a sentence tells something about the subject.
2. He quickly locked the garage door.
3. Each player wore a silver jacket and a white cap.
4. Bilal searched nervously in the dark for the switch.
5. The dishwasher chugged noisily in the kitchen.
6. Saad's teacher finally agreed with the results.
7. I built these model cars in my spare time.
8. The man asked some strange questions.
9. The team raised money for new uniforms.
10. The dolphins delighted the crowd at the beach.

Exercise 4

Bring some suitable predicates to the following subjects.

1. His friends ---
2. The passengers ---
3. One of the birds ---
4. Another boat ---
5. A group of children --

Sentence Fragment

The group of words that does not express the complete thought is called a sentence fragment. A fragment is not a sentence. A sentence fragment leaves out something important, such as the subject or the verb or both.

Examples

1. During the storm
2. Wet by rain
3. Lighting in the distance
4. After the exam
5. Wrote an essay
6. Started working
7. After doing her homework
8. Seeing the clouds
9. Enjoyed the ice cream
10. Started brilliantly

Exercise 5

Indicate in the space by writing S or F whether the group of words is a complete sentence or fragment.

Example: *Ahmed loves his country.* S

1. A storm was coming -------------
2. Behind the apple tree -------------
3. After the winter -------------
4. Surprised by a loud noise -------------
5. Luckily, the rain ended quickly -------------
6. He goes to school daily -------------
7. He attended the academy -------------
8. What most students need to develop -------------
9. Taking the advice of his doctor -------------
10. Entering the room -------------

Finding the Verbs

A verb expresses an action, states that something exists, or links the subject with a description.

Some verbs tell about action:

	threw			walked	
Waseem	↓	the ball.	We	↓	home.
	action			action	

Sometimes the action is one that you cannot see. It is a mental process.

Annie ***wanted*** a new car.

Ahmad ***thought*** about it.

Some verbs tell that ***something is*** or ***exists***. Such verbs indicate ***a state of being.*** They link a subject to a description of the subject.

	<u>is</u>			<u>are</u>	
Kiran	↓	a violinist.	How many coins	↓	old ?
	state verb			state verb	
	<u>looked</u>			<u>sounds</u>	
Saima's dress	↓	new.	Bano's song	↓	nice.
	state verb			state verb	

Always remember that a verb tells either the action of a subject or state of being of a subject.

Exercise 6

Differentiate between the action verbs and the state verbs in the following sentences.

Example: *He* *<u>plays</u>* *Cricket.*
A

1. Some people call Venus the morning star or the evening star.
2. Venus looks brighter than any other star in the sky, except the sun.
3. Scientists know little about the distant planets Uranus and Neptune.
4. Clyde Tombaugh discovered the remote planet Pluto in 1930.
5. "Shooting stars" are really meteors.
6. Our sun is an enormous ball of gas.
7. Planets travel around it.
8. Earth is the third planet from the sun.
9. It is the fifth largest planet.
10. Saturn's rings amazed the great astronomer Galileo.
11. At least eighteen moons circle Saturn.
12. One of these moons is larger than the planet Mercury.
13. A small, hot planet mercury is closest to the sun.
14. Jupiter, the largest planet, spins on its axis once every ten hours.
15. Thick clouds cover the planet Venus.

Exercise 7

Form five sentences of your own using an action verb in each of them, and five sentences using a state-of-being verb in them.

Sentences with '*There*'

When ***there*** is used to begin a sentence or ask a question, it acts as an introductory word. ***There*** is not the subject. The real subject in such sentence comes after the main verb.

There was nobody home.

(***was*** is the verb, and nobody is the subject.)

*Were **there** any fish in the lake?*

(***were*** is the verb, and fish is the subject.)

*In the middle of the night **there** was a storm.*

(Was is the verb, and storm is the Subject)

Exercise 8

Underline the subject once and the verb twice in each of the following sentence.

1. There are many fans of classical music in this country.
2. Aren't there any books about Iqbal in the library?
3. On top of the mountain there is a rose garden.
4. Will there be an eclipse of the sun next year?
5. There aren't any carrots in my salad.
6. Could there be life on other planets?
7. Are there many crabs on this beach?
8. During the World War there was a battle between two ships.
9. Will there ever be a substitute for wool?
10. Isn't there a rainbow?

SUMMARY OF PARTS OF SPEECH

'arts of Speech	Use	Examples
Noun	names a person, a place, a thing, or an idea	Despite his ***fear*** of the ***dark***, ***Ali*** enjoyed his ***trip*** through the ***cave***.
Pronoun	takes the place of a noun	***I myself*** do not know ***anyone who*** saw ***it***.
Adjective	modifies a noun or a pronoun	The ***last stand-up*** comedian, ***talented*** and ***confident***, was ***hilarious.***
Verb	shows action or a state of being	If we ***had arrived*** earlier, we would ***have seen*** many fowls. We ***were*** upset. No one ***was*** there.
Adverb	modifies a verb, an adjective, or another adverb	I did not answer the last question ***correctly***. It was ***much more*** difficult than the other questions.
Preposition	relates a noun or a pronoun to another word	***Because*** of the storm the bridge ***across*** the bay was closed.
Conjunction	joins words or groups of words	Teachers ***and*** students will perform in the talent show. ***Either*** the principal ***or*** I will manage the show.
Interjection	expresses emotions	***Ouch***! ***That hurts***! ***Aw***, that's too bad.

Chapter 2

Correction Rules

Correction Rules

Subject-Verb Agreement

What is Agreement?

کسی بھی جملہ میں verb کا اپنے subject کے مطابق ہونا لازمی ہے۔یعنی اگر subject واحد ہے تو verb بھی واحد ہونا
چاہیے اور اگر subject جمع ہے تو verb بھی جمع ہونا چاہیے۔مثلاً

Singular:
- I Live
- You Live
- He Lives
- She Lives

Plural:
- We Live
- You Live
- They Live

Making Verbs Agree with Subjects

زیادہ تر Present Tense میں ہی subject کا اثر verb پر ہوتا ہے سوائے (is,am,are,was,were etc)
verb 'be' کے۔مثلاً

Present Tense	Past Tense
I am fine.	I was busy.
You are fine.	You were busy.

Subject	Verb	Subject	Verb
She He It Everyone The student	**is** fine	She He It Everyone The student	**was** busy
We You They Many The students	**are** fine	We You They Many The students	**were** busy

verb 'be' جب بطور helping verb استعمال ہوتا ہے تو اس وقت بھی اُس کا subject کے مطابق ہونا لازمی ہے۔ مثلاً

I **am confused**.

The building **is painted** every two years.

Several teachers **are attending** the meeting.

Last night I **was awakened** by a scream.

Past اور Future Tenses میں subject اپنے verb پر کوئی اثر نہیں کرتا۔ مثلاً

	Past Tense		**Future Tense**
Singular	I wrote You wrote He wrote She wrote	Singular	I shall write You will write He will write She will write
Plural	We wrote You wrote They wrote	Plural	We shall write You will write They will write

Which Part of Speech can be used as Subject

کسی بھی جملہ کے subject کے لیے یہ ضروری ہے کہ وہ یا تو noun ہو یا ایسا لفظ جو Substitution for a Noun (اسم کے مساوی) ہو۔ مثلاً

i. <u>The boy</u> <u>*is playing*</u> hockey.

Subject Verb

اس جملہ میں subject لفظ boy ہے جوکہ ایک Commom Noun ہے۔

ii. <u>Ahmed</u> <u>*has read*</u> the book.

Subject Verb

اس جملہ میں subject لفظ Ahmed ہے جوکہ ایک Proper Noun ہے۔

iii. <u>Honesty</u> <u>*is*</u> the best Policy.

Subject Verb

اس جملہ میں Subject لفظ Honesty ہے جوکہ Abstract Noun ہے۔

iv. The <u>*board*</u> <u>*has* announced</u> the result.

Subject Verb

اس جملہ میں Subject لفظ board ہے جوکہ Collective Noun ہے۔

مندرجہ ذیل اقسام کے الفاظ noun کے متبادل (Substitutes for a Noun) کے طور پر استعمال ہو سکتے ہیں۔

(a) کسی بھی قسم کے Subjective Pronoun کو Subject کے طور پر استعمال کیا جا سکتا ہے۔ مثلاً

<u>He</u> is a good student.

Pronoun used as subject

(b) Adjective جب noun کے طور پر استعمال ہو یا noun کا مفہوم وہاں مضمر (understood) ہو۔ ایسی صورت میں adjective سے پہلے ہمیشہ The استعمال ہوتا ہے۔

The poor always lead a hard life.

یہاں The Poor سے مراد Poor People ہیں۔

The blind (men) receive nothing in the society.

(c) ایک Infinitive کوبھی subject کے طور پر استعمال کیا جاسکتا ہے۔

To err is human.

To lead a peaceful life is difficult nowadays.

(d) Gerund (v + ing) کوبھی subject کے طور پر استعمال کیا جاسکتا ہے۔

Smoking is bad.

Teaching is a skill.

(e) Phrase کوبھی subject کے طور پر استعمال کیا جاسکتا ہے۔

How to do this is not known to anyone. (Phrase as a subject)

(f) ایک Noun-Clause جو ایک noun کے طور پر کام کرتی ہے کوبھی فاعل کے طور پر استعمال کیا جاسکتا ہے۔

What he wanted to do was known to me. (noun clause as subject)

That he is a liar was a surprise for me. (noun clause as subject)

Finding the Subject

verb کو subject کے مطابق agree کرنے کے لیے ضروری ہے کہ ہمیں پتہ ہو کہ subject کہاں واقع ہے۔ بعض اوقات subject کو تلاش کرنے میں کوئی مشکل نہیں ہوتی۔ subject ایک word کا ہی ہوتا ہے۔ مثلاً

<u>Ahmad</u> <u>has written</u> well.
S V

لیکن اکثر جملوں میں subject ایک phrase کی شکل میں ہوتا ہے یا بعض جملوں میں subject اپنے verb کے بعد آتا ہے۔ جملے میں subject تلاش کرنے کے لیے ضروری ہے کہ سب سے پہلے verb تلاش کیا جائے اور پھر verb سے پہلے who/what رکھ کر سوال کیا جائے۔ مثلاً

i) The boys <u>*have finished*</u> their job.
V

Question : Who have finished their job?
Answer : boys = subject

ii) The students of our college *have won* many prizes.
V

Question : Who have won many prizes?
Answer : students = subject

iii) The earth revolves around the sun?
Question : What revolves around the sun?
Answer : Earth = subject

Different Types of Subject

(a) Subject ایک لفظ ہو سکتا ہے۔ مثلاً

Hassan plays cricket well.

Subject as one word

(b) Subject ایک noun phrase ہو سکتا ہے۔ ایسی صورت میں یاد رہے کہ noun اس phrase کا آخری لفظ ہوگا۔ مثلاً

Art. Adj. N

The naughty boy has not done his work. (noun phrase as subject)

(c) Subject جو ایک Prepositional Phrase کے ساتھ ہو۔ ایسی صورت میں Subject word ہمیشہ Preposition سے پہلے والا noun ہوتا ہے۔ اور verb اس کے ساتھ ہی agree کرتا ہے۔ مثلاً

i) *Ahmed*, together with his family, is coming to see us.

Subjectword — Prepositional Phrase — Verb

ii) The store on the corner and the shop next door *is closed.*

Subjectword — Preposition — Verb

اِن دونوں جملوں میں دیکھیں کہ verb اپنے subjectwor سے ہی agree کر رہا ہے۔ حالانکہ verb اور subjectword کے درمیان کتنے ہی الفاظ ہیں۔

(d) Here اور There سے شروع ہونے والے جملوں میں subjectword، verb کے بعد آتا ہے۔ مثلاً

There is a book in the cupboard.

verb — subject

verb subject

There were four chairs in the garden.

Here comes the bus.

verb subject

Here comes trouble.

(c) کبھی کبھی subject اپنے verb کے بعد بھی آتا ہے لیکن verb اسی ہی کے مطابق agree کرے گا۔

Into the deep blue sky sped the jet.
verb subject

Rule 1

Recognizing the number of subject

verb کو اپنے subject کے مطابق agree کرنے کے لئے ضروری ہے کہ ہمیں یہ معلوم ہو کہ آیا subject word واحد ہے یا جمع۔ مثلاً

The boy are playing.
subject verb phrase

اس فقرے میں ہمیں معلوم ہے کہ ہمارا subject واحد ہے جبکہ verb جمع (are) ہے۔ اس فقرے کو اگر اسطرح ٹھیک کر دیا جائے کہ

The boys are ....

یعنی boy واحد subject کے ساتھ جمع کا s لگا دیا جائے تو یہ غلط ہو گا کیونکہ verb نے subject کے مطابق agree کرنا ہے نہ کہ subject نے verb کے مطابق اس طرح کے فقروں کو اسطرح درست کر سکتے ہیں۔

The boy is playing.

(a) اگر فقرے کا subject واحد (singular) ہو تو verb بھی ہمیشہ (singular) آتا ہے۔

The boy *sells* newspaper every day.

Naeem *has* left this city for good.

She *resembles* her mother.

(b) .i اگر فقرے کا subject جمع (plural) ہو تو verb بھی ہمیشہ جمع ہو گا۔ مثلاً

The guests *are* coming tomorrow.

Girls *say* their prayers regularly.

All the passengers *have* reached their destination.

ii. اگر فقرے کا subject دو یا دو سے زیادہ nouns پر مشتمل ہو تو verb جمع ہی آئے گا۔

Ahmed and Hassan are good students.
Noun Noun
Subject

Rule 2

لیکن اگر دونوں nouns کسی ایک ہی شخص یا چیز کی طرف اشارہ کریں تو فعل واحد ہوگا۔ مثلاً مراد ایک ہی شخص ہے۔

Model Sentences

Inc. My brother and adviser have come.

Cor. My brother and adviser has come.

Inc. The sum and substance of the matter are worth considering.

Cor. The sum and substance of the matter is worth considering.

Inc. My friend and co-worker Mr. Farooqi have gone abroad.

Cor. My friend and co-worker Mr. Farooqi has gone abroad.

Rule 3

مندرجہ ذیل nouns واحد ہی استعمال ہوتے ہیں اگر چہ اردو میں یہ واحد جمع دونوں ہو سکتے ہیں لیکن انگریزی میں صرف واحد ہی استعمال ہوں گے۔

Information, Alphabet, Furniture, Offspring, Poetry, Scenery, issue, stationery, vacation, machinery, etc.

Model Sentences

Inc. The informations are quite authentic.

Cor. The information is quite authentic.

Inc. The alphabets of English are twenty six in number.

Cor. The alphabet of English is twenty six in number.

Inc. New furnitures are being bought for this room.

Cor. New furniture is being bought for this room.

Inc. The offsprings of that cow are these two calves.

Cor. The offspring of that cow is these two calves.

Inc. Poetries attract everyone.

Cor. Poetry attracts everyone.

Inc. The sceneries of these hills are fascinating.

Cor. The scenery of these hills is fascinating.

Inc. He has no issues (child or children).

Cor. He has no issue (child or children).

Inc. Sceneries of Kashmir are beautiful.

Cor. Scenery of Kashmir is beautiful.

Inc. These informations are not true.

Cor. This information is not true.

Inc. He bought some stationeries.

Cor. He bought some stationery.

Inc. The poetries of Iqbal are full of life.

Cor. The poetry of Iqbal is full of life.

Inc. We shall go to Muree during the summer vacations.

Cor. We shall go to Muree during the summer vacation.

Inc. Many machineries were imported.

Cor. Many machines were imported.

Rule 4

Nouns Singular in form but Plural in Sense

مندرجہ ذیل nouns اپنی form میں واحد لیکن مفہوم میں جمع ہوتے ہیں ان کے ساتھ جمع کا s نہیں لگاتے۔ مثلاً

Cattle, Vermin, Swine, People, etc.

Model Sentences

Inc. These cattles are mine.
Cor. These cattle are mine.
Inc. These vermines do much harm.
Cor. These vermin do much harm.
Inc. These swines must be kept out of the garden.
Cor. These swine must be kept out of the garden.
Inc. The peoples have returned home.
Cor. The people have returned home.

نوٹ People جب قوم کے مفہوم میں ہو تو پھر یہ جمع یعنی s کے ساتھ آ سکتا ہے۔ مثلاً

Peoples of the world have decided to bring peace in the world.

Inc. The cattle is grazing in the field.
Cor. The cattle are grazing in the field.
Inc. The poultry belongs to him.
Cor. The poultry belong to him.
Inc. Many cattles were grazing.
Cor. Many cattle were grazing.
Inc. Many sheeps were drowned in the flood.
Cor. Many sheep were drowned in the flood.
Inc. We do not eat fruits.
Cor. We do not eat fruit.

Rule 5

Nouns Plural in Form

عام طور پر مندرجہ ذیل nouns جو form میں plural نظر آتے ہیں لیکن مفہوم میں singular ہیں اور Singular فعل (verb) ہی لیتے ہیں۔ مثلاً

news, economics, ethics, physics, mathematics, gallows, mumps, measles, shambles, whereabouts, innings, odds, wages, etc.

Model Sentences

Inc. Measles are a contagious disease.

Cor. Measles is a contagious disease.

Inc. Economics are very difficult subject.

Cor. Economics is a very difficult subject.

Inc. The news of his death were told by his wife.

Cor. The news of his death was told by his wife.

Inc. Mumps are very dangerous for the children.

Cor. Mumps is very dangerous for the children.

Inc. The wages of sin are hell.

Cor. The wages of sin is hell.

Inc. Politics are his chief interest.

Cor. Politics is his chief interest.

Inc. Mathematics are taught in the first year.

Cor. Mathematics is taught in the first year.

Inc. He scored 95 runs in the second inning.

Cor. He scored 95 runs in the second innings.

Inc. I am weak in Mathematic.

Cor. I am weak in Mathematics.

Inc. Measles have broken out in the city.

Cor. Measles has broken out in the city.

Rule 6

مندرجہ ذیل nouns عام طور پر plural ہی استعمال ہوتے ہیں۔ مثلاً

Gymnastics, tactics, trousers, scissors, athletics, tidings, glasses, acoustics, riches, barracks, etc.

Model Sentences

Inc. Athletic is important for young people.

Cor. Athletics are important for young people.

Inc. Rich often takes wings and fly away.

Cor. Riches often take wings and fly away.

Inc. Gymnastic is becoming popular these days.

Cor. Gymnastics are becoming popular these days.

Inc. This scissor is dull.

Cor. The scissors are dull.

Inc. These glasses suits you.

Cor. These glasses suit you.

Inc. This trouser is tight for you.

Cor. The trousers are tight for you.

Inc. I bought a new trouser.

Cor. I bought a new trousers.

Inc. Her respectacles is precious.

Cor. Her respectacles are precious.

Rule 7

ایسے جمع nouns جو کسی mass، quantity یا number کو ظاہر کریں singular فعل لیتے ہیں۔ جب subject
کو ایک unit تصور کیا جائے۔ مثلاً

Model Sentences

Inc. Five dollars are too much for this little toy.

Cor. Five dollars is too much for this little toy.

Inc. Fifty rupees are all the money that I have.

Cor. Fifty rupees is all the money that I have.

Inc. Dozen of people was attending the ceremony.

Cor. Dozens of people were attending the ceremony.

Inc. She bought two dozens eggs.

Cor. She bought two dozen eggs.

لیکن

Inc. Five scores make a hundred.

Cor. Five score make a hundred.

Inc. He has two yokes of oxen.

Cor. He has two yoke of oxen.

Inc. She gave me five ten-rupees notes.

Cor. She gave me five ten-rupee notes.

Inc. He has ten heads of cattle.

Cor. He has ten head of cattle.

Inc. Her weight is five stones.

Cor. Her weight is five stone.

Inc. I bought two pairs of shoes.

Cor. I bought two pair of shoes.

Inc. Three parts of this job are left for me to do.

Cor. Three parts of this job is left for me to do.

Inc. Ten miles are a long distance.

Cor. Ten miles is a long distance.

Rule 8

ایسے phrases جو addition، multiplication، subtraction اور division of number کو ظاہر کریں زیادہ تر singular فعل لیتے ہیں۔ اگرچہ فعل جمع بھی آ سکتا ہے۔ مثلاً

Two and *two* is (are) four.

Two times *three* is six.

Twelve divided by ***six*** is two.

Ten and ***ten*** make twenty.

Rule 9

کچھ ایسے nouns ہیں جو بغیر s کے singular form میں واحد اور جمع دونوں کے لئے استعمال کیئے جاتے ہیں۔ مثلاً

deer, sheep, fish, salmon, cod, paisa, pike, etc.

This ***deer*** is beautiful.

These ***deer*** are beautiful

Model Sentences

Inc. Many fishes are found in the river.

Cor. Many fish are found in the river.

Inc. The hunter killed two deers.

Cor. The hunter killed two deer.

Inc. Give me 50 paisas.

Cor. Give me 50 paisa.

Rule 10

Collective Nouns

Collective Nouns ایسے nouns ہیں جو form میں واحد لیکن مفہوم میں جمع ہیں۔ مثلاً team ،class ،crowd ، crew وغیرہ۔ ایسے nouns کے ساتھ verb واحد اور جمع دونوں آسکتا ہے۔ واحد verb اس وقت آئے گا جب ایسے noun سے مراد ایک اکائی (unit) ہوگی۔ لیکن اگر ایسے noun سے مراد unit کے members ہوں تو verb جمع آئے گا۔

The ***jury*** are (not is) divided on this isuue (here members of the jury are meant).

The ***jury*** has (not have) given its verdict (here jury is used as a unit).

The ***audience*** were coughing and shuffling their feet. (all present there)

The *crew* is striking for higher pay (the crew acting as a unit).

The *crew* are writing reports of the wreck (the members of the crew are acting as individuals).

Model Sentences

Inc. The jury were unanimous in their decision.

Cor. The jury was unanimous in its decision.

Inc. The crowd were all ear to the speech.

Cor. The crowd was all ear to the speech.

Inc. The jury was divided in its decision.

Cor. The jury were divided in thier decision.

Inc. The crowd was dispersed very soon.

Cor. The crowd were dispersed very soon.

Inc. The committee is divided on this matter.

Cor. The committee are divided on this matter.

Rule 11

Nouns with Foreign Origin

کچھ nouns جو انگریزی کے علاوہ دوسری زبانوں سے لیے گئے ہیں ان کے واحد جمع ان زبانوں کے قواعد کے مطابق ہی کیے جاتے ہیں۔ اگرچہ ان میں سے کچھ انگریزی کے قواعد کے مطابق بھی جمع بنا لیے جاتے ہیں۔ جیسے aquarium سے aquaria یا aquariums تاہم اگر ایسا noun ہمارے فقرے کا فاعل ہو تو خیال رہے کہ آیا وہ noun واحد ہے یا جمع۔ کچھ زیادہ استعمال ہونے والے nouns ذیل میں ہیں۔

Singular	Plural	Singular	Plural
Agendum	Agenda	Analysis	Analyses
Datum	Data	Basis	Bases

Singular	Plural	Singular	Plural
Medium	media	Crisis	crises
Alumnus	alumni	Vertebra	vertebrae
Agendum	agenda	Genius	geniuses
addendum	addenda	Genus	genera
Datum	data	Radius	radii
Memorandum	memoranda/ums	Formula	formulae (or formulas)
Stratum	strata (or stratums)	Stamen	stamina
Focus	foci/focuses	Axis	axes
Fungus	fungi/funguses	Index	indices/indexes
Terminus	termini/terminuses	Appendix	appendices/appendixes
Oasis	Oases	Series	series
Dogma	dogmas	Species	species
Gymnasium	gymnasiums	Apparatus	apparatuses/apparatus
Erratum	errata	Criterion	criteria
Analysis	analyses	Beau	beaux/beaus
Basis	bases	Bureau	bureaux/bureaus
Crisis	crises	Monsieur	messieurs
Hypothesis	hypotheses	Madam	mesdames/madams
Parenthesis	parantheses	Medium	media
Phenomenon	phenomena		

Rule 12

ایک Compound Noun کوعام طور پر plural بنانے کے لیے اس کے principal word کے ساتھ s لگا دیتے ہیں۔

Singular	Plural	Singular	Plural
Boy-friend	boy-friends	Father-in-law	fathers-in-law
Break-in	break-ins	Mother-in-law	mothers-in-law
Travel-agent	travel-agennts	Brother-in-law	brothers-in-law
Man-driver	men-drivers	Sister-in-law	sisters-in-law
Woman-driver	women-drivers	Step-son	step-sons
Hanger-on	hangers-on	Maid-servant	maid-servants
Looker-on	lookers-on	Word-of-court	words-of-court
Runner-up	runners-up	Lady-in-waiting	ladies-in-waiting

Rule 13

Intervening Expression

اگر کسی subject word اور اس کے verb کے درمیان کوئی modifying phrase یا clause آجائے تو verb اپنے subject کے مطابق ہی واحد یا جمع ہوگا۔ مثلاً

The new ***library*** with its books and its quiet reading rooms ***is*** (not are) a long felt need.

subject — modifying phrase — verb

Model Sentences

Inc. A list of successful candidates were put up on the notice board.

Cor. A list of successful candidates was put up on the notice board.

Inc. The evidence that they submitted to the judges were convincing.

Cor. The evidence that they submitted to the judges was convincing.

Rule 14

اگر کسی singular subject کے بعد مندرجہ ذیل phrases میں سے کوئی آجائے تو verb اپنے subject کے مطابق ہی agree کرے گا۔

.... with ....

.... as well as ....

.... together with ....

.... in addition to ....

.... along with ....

.... like ....

.... accompanied by .... etc.

Model Sentences

Inc. My brother, with his wife and two children are coming.

Cor. My brother, with his wife and two children is coming.

Inc. She, along with her children, have come to attend the party.

Cor. She, along with her children, has come to attend the party.

Inc. He, like his brothers, are jolly fellows.

Cor. He, like his brothers, is a jolly fellow.

Inc. I, accompanied by my father, is leaving for America tomorrow.

Cor. I, accompanied by my father, am leaving for America tomorrow.

Rule 15

Subjects joined by Or and Nor etc.

اگر دو یا دو سے زیادہ subjects کو Either -- or یا Neither -- Nor سے ملایا گیا ہو تو verb اپنے قریب ترین subject کے مطابق agree کرتا ہے۔ مثلاً

Model Sentences

Inc. Either you or your brother have to accept the responsibility.

Cor. Either you or your brother has to accept the responsibility.

Inc. Neither you nor I are misguided.

Cor. Neither you nor I am misguided.

Inc. Either the coach or the player were at fault.

Cor. Either the coach or the player was at fault.

Inc. Neither steel nor glass cut a diamond.

Cor. Neither steel nor glass cuts a diamond.

Inc. Neither the kittens nor the cat have been fed.

Cor. Neither the kittens nor the cat has been fed.

Inc. Neither my brother nor I are going.

Cor. Neither my brother nor I am going.

Inc. Either several cars or one big bus are needed to take the team.

Cor. Either several cars or one big bus is needed to take the team.

Rule 16

Delayed Subject

جب verb اپنے subject سے پہلے آجائے تو verb پھر بھی اپنے subject کے مطابق ہی agree کرے گا۔ مثلاً

Model Sentences

Inc. Still alive after the accident is two children.

Cor. Still alive after the accident are two children.

Inc. There is still five lamps unsold from the lot.

Cor. There are still five lamps unsold from the lot.

Rule 17

Words such as Some, Part etc.

اگر subject word ،some ،Part ،half ،quarter، وغیرہ ہوتو اس فارمولے کو یاد رکھیں۔

Some of + singular noun/pronoun = Singular verb

Some of + plural noun/pronoun = Plural verb

Model Sentences

Inc. Some of the work have been done.

Cor. Some of the work has been done.

Inc. Some of the files has been stolen.

Cor. Some of the files have been stolen.

Rule 18

Number as a Subject

a number of sb/sth کا verb ہمیشہ plural آتا ہے اور ***the number of sb/sth*** کا verb ہمیشہ singular آتا ہے۔

Model Sentences

Inc. A number of students does not work hard.

Cor. A number of students do not work hard.

Inc. The number of students have decreased this year.

Cor. The number of students has decreased this year.

Rule 19

مندرجہ ذیل Pronouns، Plural ہیں اور Plural Verb لیتے ہیں۔ مثلاً

These, both, few, many, those, others, several.

Model Sentences

Inc. Few has been selected.

Cor. Few have been selected.

Inc. Both of you was absent yesterday.

Cor. Both of you were absent yesterday.

Rule 20

مندرجہ ذیل Pronouns کا verb اپنے context کی وجہ سے singular یا plural آتا ہے۔

none, some, most, all

Model Sentences

Inc. None of the boys have failed.

Cor. None of the boys has failed.

Inc. None but the hard working deserves success.

Cor. None but the hard working deserve success.

Rule 21

Many--------------Many a

Many a کے بعد Singular Noun اور Singular Verb آنا چاہیے جبکہ Many کے بعد Plural Noun اور Plural Verb آتا ہے۔

Model Sentences

Inc. Many a men were killed in war.

Cor. Many a man was killed in war.

Inc. Many was killed in the train accident.

Cor. Many were killed in the train accident.

Rule 22

جب کوئی Plural Proper Noun کسی ایک چیز کے لیے استعمال ہو تو verb ہمیشہ Singular استعمال کیا جاتا ہے۔

Inc. The United States have a large army.

Cor. The United States has a large army.

Inc. The United Nations have nothing to help the people of Kashmir.

Cor. The United Nations has nothing to help the people of Kashmir.

Rule 23

اگر حروف یا علامت کا Plural بنانا ہو تو Possession کو ظاہر کرنے والا 'S' استعمال کیا جاتا ہے۔

All a's and P's should be highlighted in the passage.

Two 3's are 6.

Abbreviations کا Plural بنانے کے لئے بعض اوقات (') apostrophe کا استعمال کیا جاتا ہے اور بعض دفعہ صرف چھوٹا 's'

MP's or MPs

CD's or CDs

Agreement of Pronoun

Pronoun ایک ایسا لفظ ہے جو کسی noun کی جگہ پر استعمال کیا جاتا ہے۔ تا کہ اس noun کی بار بار تکرار سے بچا جا سکے۔ Pronoun اپنے noun کو جس کا ذکر پہلے فقرے میں ہو چکا ہوتا ہے کی نمائندگی کرتا ہے۔ Pronoun جس noun کی طرف پیچھے اشارہ کرتا ہے۔ اس کو Pronoun کا Antecedent کہتے ہیں۔ antecedent سے مراد 'Going before' ہے۔

Anni thought that ***she*** had passed the exam.

antecedent ↑ (Anni) pronoun ↑ (she)

antecedent   pronoun

The old ***man*** smiled as ***he*** listened to the old song.

antecedent pronoun

بعض اوقات Pronoun اپنے antecedent سے پہلے بھی آجاتا ہے۔ مثلاً

By the time ***he*** was nine, ***Ali*** could read the Quran.

pronoun antecedent

In spite of ***its*** name, the ***antecedent*** sometimes goes after thè pronoun.

pronoun antecedent

Rule 24

Agreement of Pronoun

ایک Pronoun کو اپنے antecedent کے ساتھ person، number اور gender میں agree کرنا چاہئے۔ مثلاً

Inc. We, the students of this college, welcome ***their*** guest of honour.

(The pronoun 'their' refers to we that is first person).

Cor. We, the students of this college, welcome ***our*** guest of honour.

Making pronoun agree in gender to its antecedent.

A pronoun should agree with its antecedent in gender.

Inc. Anni should do ***his*** duty.

Cor. Anni should do ***her*** duty.

In English, gender affects only the singular definite pronoun which is he for masculine, she for feminine and it for neuter.

Ali has completed his task.

Sana has finished her work.

This food has its own taste.

Rule 25

Indefinite Pronouns as Subject

مندرجہ ذیل Pronouns، Singular ہیں۔اس لیے ان کا verb بھی singular ہی آئے گا۔

this	each	one
anybody	each one	another
anyone	everybody	somebody
anything	everyone	someone
that	everything	something
nobody	either	whatever
no one	neither	whichever
	nothing	whoever

Model Sentences

Inc. Each of the boys were given three chances.

Cor. Each of the boys was given three chances.

Inc. Everyone who heard the speech were impressed by it.

Cor. Everyone who heard the speech was impressed by it.

Inc. Every bud, stalk, flower, and seed reveal a workmanship beyond of man.

Cor. Every bud, stalk, flower, and seed reveals a workmanship beyond of man.

Inc. One of these boys were present in the class.

Cor. One of these boys was present in the class.

Inc. Either of these two boys have broken the glass.

Cor. Either of these two boys has broken the glass.

Inc. Neither of these two boys have won the prize.

Cor. Neither of these two boys has won the prize.

Rule 26

Indefinite Singular Pronoun as Antecedent

When the antecedent is clearly singular and masculine or feminine like ***he, she***, it, etc., the agreement is easy. But in case of an indefinite pronoun or a noun of common gender, normally a masculine pronoun is used.

Everyone has ***his*** own story to tell.

A ***doctor*** needs a lot of experience before ***he*** is fully qualified to treat.

تاہم آجکل common gender کے noun یا pronoun کے لیے reference کے طور پر masculine اور feminine دونوں pronouns لے آتے ہیں۔ مثلاً

Everyone has ***his/her*** own problems.

A doctor needs a lot of experience before ***he/she*** is fully qualified to treat.

آجکل زیادہ تر double-pronoun استعمال کیا جاتا ہے۔ تاہم اس double-pronoun کی بار بار تکرار سے بچنے کے لیے ایک طریقہ یہ بھی ہے کہ common gender کے Antecedent کو جمع کر دیا جائے۔ مثلاً

Doctors should be experienced before they are ....

یا جملہ کو restructure کر دیا جائے۔ مثلاً

To become fully experienced to treat the patient, a doctor needs years of training.

Everyone has a story to tell.

Everyone has personal problems.

نوٹ بعض اوقات common gender کے antecedent کے لئے plural pronoun بھی استعمال کرتے ہیں۔ مثلاً

A doctor needs years of training before they are ....

Everyone has their own story to tell.

لیکن یہ structure، Standard English میں قبول نہیں کیا جاتا اس لئے طالب علم اس سے اجتناب کریں۔

Inc. Everyone that see you love you.

Cor. Everyone that sees you loves you.

Rule 27

Agreement of pronoun with its antecedent in number

Pronoun کو اپنے antecedent کے ساتھ number (واحد جمع) میں بھی agree ہونا چاہیے یعنی اگر antecedent واحد ہے تو pronoun بھی واحد ہو گا اور اگر antecedent جمع ہے تو pronoun بھی جمع ہی ہو گا۔ مثلاً

The ***boy*** knew that ***he*** had made a mistake.

The ***girls*** did ***their*** best to win the race.

دو یا دو سے زیادہ nouns یا pronouns عام طور پر جمع تصور ہوتے ہیں اور اس لیے ان کے لیے verb اور pronoun بھی جمع ہی آتا ہے۔ مثلاً

Inc. Ahmed and Hassan is best known for their friendship.

Cor. Ahmed and Hassan are best known for their friendship.

Rule 28

یاد رہے کہ بعض اوقات دو nouns جو and سے جڑے ہوتے ہیں ایک ہی شخص یا چیز کی طرف اشارہ کر رہے ہوتے ہیں۔ ایسی صورت میں pronoun واحد ہی آنا چاہیے۔

Inc. My brother and adviser have done their job.

Cor. My brother and adviser has done his job.

Rule 29

جب دو nouns یا pronouns، or یا nor سے جوڑے ہوں تو pronoun عام طور پر بعد والے noun/pronoun کے مطابق آتا ہے۔ مثلاً

Model Sentenes

Inc. Naeem or Taimor have not done their work.

Cor. Naeem or Taimor has not done his work.

Inc. Neither Naeem nor Taimor have paid their dues.

Cor. Neither Naeem nor Taimor has paid his dues.

Inc. Either Abid or Sajid come here daily.

Cor. Either Abid or Sajid comes here daily.

Inc. Neither Ali nor Ahmad are known to me.

Cor. Neither Ali nor Ahmad is known to me.

Inc. Either you or he have broken the pen.

Cor. Either you or he has broken the pen.

Inc. Neither the teacher nor the students was in the class.

Cor. Neither the teacher nor the students were in the class.

Rule 30

ایسے noun یا pronoun جس کے بعد کوئی prepositional phrase ہو وہ prepositional، phrase سے subject کے اندر شامل نہیں ہوتا۔ اس لیے pronoun اس phrase سے پہلے والے noun/pronoun کے مطابق ہی آتا ہے۔ مثلاً

Model Sentences

Inc. The leader of the students said that they wanted a better library in the college.

Cor. The leader of the students said that he wanted a better library in the college.

Inc. In 1980, Pakistan, together with several other countries kept their hockey team from participating in the Moscow Olympics.

Cor. In 1980 Pakistan, together with several other countries kept its hockey team from participating in the Moscow Olympics.

Rule 31

جب antecedent، collective noun ہو تو pronoun، context کے مطابق واحد یا جمع ہوگا۔

Model Sentences

Inc. The jury has given their verdict.

Cor. The jury has given its verdict.

Inc. The team chooses their captain every December.

Cor. The team chooses its captain every December.

Inc. The audience shouted and stamped its feet.

Cor. The audience shouted and stamped their feet.

Rule 32

کچھ Indefinite pronouns واحد اور کچھ جمع استعمال کئے جاتے ہیں۔ جبکہ بعض واحد اور جمع دونوں استعمال ہو سکتے ہیں۔ مثلاً each ہمیشہ واحد ہے۔ اس لیے اس کا pronoun بھی واحد ہی آئے گا۔

Model Sentences

Inc. Each of the friends paid their own bill.

Cor. Each of the friends paid his own bill.

Inc. Each of these two girls have got their prize.

Cor. Each of these two girls has got her prize.

Inc. Each one of them are at fault.

Cor. Each one of them is at fault.

Inc. Each of our students pay their tutition fee in advance.

Cor. Each of our students pays his tutition fee in advance.

Rule 33

بعض اوقات each اصرار کے لیے کسی plural noun کے بعد بھی آجاتا ہے۔ایسی صورت میں verb یا pronoun، each سے پہلے والے plural noun ہی کے ساتھ agree کرتا ہے۔مثلاً

Inc. The students each brought his lunch.

Cor. The students each brought their lunch.

Their کا antecedent یہاں students ہے each نہیں

Rule 34

ایسے ہی مندرجہ ذیل nouns یا pronouns اپنے context کی بنا پر singular یا plural، antecedent لیتے ہیں۔

Model Sentences

Inc. Some of the food left their mark on my shirt.

Cor. Some of the food left its mark on my shirt.

Inc. Some of the students learn his lesson.

Cor. Some of the students learn their lesson.

Inc. Many of the customers do not pay his bills.

Cor. Many of the customers do not pay their bills.

Inc. Many a man owes their success to their mother.

Cor. Many a man owes his success to his mother.

Inc. None of these two have failed.

Cor. Neither of these two has failed.

Rule 35

relative pronoun جس noun یا pronoun کی طرف refer کرتا ہے اس کے مطابق ہی واحد یا جمع آتا ہے۔

Inc. Ali is one of those promising students who believes that hard work is the key to success.

Cor. Ali is one of those promising students who believe that hard work is the key to success.

Inc. Ali is one of the outgoing students who want to start their own business.

Cor. Ali is one of the outgoing students who wants to start his own business.

Rule 36

Using Pronouns without Antecedent

Indefinite Pronouns کا عام طور پر کوئی antecedent نہیں ہوتا۔ مثلاً

Everyone needs some rest after work.

Everyone ایک Indefinite pronoun ہے۔ اور اس سے مراد کوئی خاص آدمی نہیں ہے۔ لیکن بعض اوقات Indefinite pronoun بطور antecedent استعمال ہو جاتا ہے۔

One of the boys has broken ***his*** toy.

Many of them have completed ***their*** task.

'I and you' pronouns کا بھی کوئی antecedent نہیں ہوتا کیونکہ یہ بات understood ہوتی ہے کہ ان سے مراد writer یا reader یا speaker یا listener ہے۔

pronoun 'We' بھی بغیر antecedent کے استعمال ہوتا ہے لیکن یہاں writer کسی group کو مراد لے رہا ہوتا ہے۔ لیکن we کو I کے مفہوم میں مت استعمال کریں۔

Rule 37

Avoiding Unclear References with Pronoun

Pronoun کو اس طرح مت استعمال کریں کہ اس کے ایک سے زیادہ antecedent بن رہے ہوں۔

After my mother called Sana three times, she at last came downstairs.

کیا یہاں پر She سے مراد Sana ہے یا mother یہ کہنا مشکل ہے۔اس طرح کے فقرات کو دو طرح سے revise کیا جاسکتا ہے۔ایک یہ کہ pronoun کو noun سے replace کر دیا جائے۔

i. Revised: After my mother called ***Sana*** three times, ***Sana*** at last came downstairs.

دوسرا یہ کہ noun کو repeat کرنے کی بجائے pronoun کو noun سے پہلے رکھ دیا جائے۔

ii. Revised: After my mother called ***her*** three times, ***Sana*** at last came downstairs.

Ali told his uncle that his bicycle had been stolen. (whose bicycle)

یہاں یہ پتہ نہیں چل رہا کہ کس کی بائیکل چوری ہوئی ہے۔

i. Revised: Ali told his uncle that Ali's bicycle had been stolen.

(now the meaning is clear, but the sentence is unnatural)

ایسے جملوں کو اسطرح بھی ٹھیک کیا جاسکتا ہے۔

ii. Revised: Ali said to his uncle, "My bicycle has been stolen."

Rule 38

Avoid using Broad References

this، that، which یا it کو کسی statement کی طرف refer کرنے کے لیے نہ استعمال کریں۔ مثلاً

*She avoids using fatty food, **which** greatly improved her health.*

(***which*** has no clear reference)

Revised: She avoids using fatty food, a diet that greatly improved her health.

*He talked endlessly about his wealth, and **this** was tiresome.*

(***this*** is not clear)

Revised: He talked endlessly about his wealth, and his chatter was tiresome.

ایک اور طریقہ سے بھی ان جملوں کو بہتر بنایا جا سکتا ہے

By avoiding fatty food, she greatly improved her health.

His endless talk about his wealth was tiresome.

Some people insist that a woman should have a career, while other say that she belongs to the home. ***This*** is unfair.

'This is unfair' سے کیا مراد ہے۔ This جملہ کے پہلے حصہ کو بھی جا سکتا ہے دوسرے کو بھی اور پورے کے پورے دونوں حصوں کو۔ لکھنے والے کو چاہیے کہ This کو واضح طریقہ سے بیان کرے۔ مثلاً

This contradictory set of demands is unfair.

Model Sentences

Inc. The man is my brother who was sitting there.

Cor. The man who was sitting there is my brother.

Inc. I want a teacher for my son who is over sixty.

Cor. I want a teacher who is over sixty for my son.

OR

For my son I want a teacher who is over sixty.

Rule 39

Weak References

Pronoun کو کسی ایسی چیز کی طرف refer مت کریں جو جملہ میں واضح نہ ہو بلکہ مراد ہو یا الفاظ سے نکلتی ہو۔ مثلاً

Inc. My father is a chemist, this is a profession I intend to follow .
(the antecedent of 'This' should be Chemistry, which is implied in chemist but is not actually stated).

Cor. My father is a chemist. Chemistry is the profession I intend to follow.

OR

My father's profession of Chemistry is the one I intend to follow.

Pronoun کو کسی ایسے noun یا pronoun کے لیے مت استعمال کریں۔ جو (adj, adv) modifier کے طور پر استعمال ہوا ہو۔

Inc. When he thrust a stick into the rat hole, it ran out and bit him.
(rat in this sentence is the modifier of hole)

Cor. When he thrust a stick into the rat hole, a rat ran out and bit him.

Rule 40

Impersonal use of the Personal Pronoun

Pronoun کو بعض جگہوں پر impersonally بھی استعمال کرتے ہیں۔ ایسی صورت میں ان کو کسی antecedent کی ضرورت نہیں ہوتی۔ مثلاً It کو ہم impersonally موسم، وقت اور فاصلہ ظاہر کرنے کے لیے استعمال کرتے ہیں۔ مثلاً

It looks like rain. (reference to weather)

It is over twelve o' clock. (reference to time)

How far is ***it*** to the nearest bus stop. (reference to distance)

تاہم مندرجہ ذیل جملے میں it کیونکہ weather وغیرہ کو ظاہر کرنے کے لیے استعمال نہیں اس لیے یہ جملہ غلط تصور ہوگا۔ ضرورت ہے کہ اس کو rephrase کیا جائے۔

Inc. In the first part of the novel ***it*** shows that Ali is not the main character.
یہاں it کا کوئی antecedent نہیں۔

Cor. The first part of the novel shows that Ali is not the main character.

اسی طرح

In high school ***they*** made me take the final exam twice.

اس جملہ میں They کا antecedent نہیں ہے اگرچہ ہمیں پتہ ہے کہ They سے مراد authorities ہی ہیں۔

Revised: **i-** In high school, ***the authorities*** made me take the final exam twice.

ii- In high school I was made to take the final exam twice.

Rule 41

you اور your کو استعمال مت کریں جبکہ آپ کی مراد reader نہ ہو۔ اس کی بجائے one یا person جیسے impersonal words استعمال کریں۔ اسی طرح you کبھی بھی third person، antecedent کے لیے نہیں استعمال کیا جا سکتا۔

Model Sentences

Inc. If you want to get good marks, you should work hard.
(incorrect when refering to students in general)

Cor. If one (a person) wants to get good marks, one should work hard.

Inc. When a woman marries, you take on new responsibilities.
(here you refers incorrectly to woman, an antecedent in the third person)

Cor. When a woman marries, she takes on new responsibilities.

Inc. All those planning to join the institution should pay your registration fee on time. (you refers to those)

Cor. All those planning to join the institution should pay their registration fee on time.

Rule 42

Pronoun Case Forms

Pronoun کو ہم noun کی جگہ پر استعمال کرتے ہیں۔ اور جملوں میں noun کبھی subject کے طور پر آتا ہے۔ تو کبھی object کے طور پر۔ مثلاً

Ali reads a book . اس فقرہ میں 'Ali' ، subject ہے۔

Ahmad teaches *Ali*. اس جملہ میں 'Ali' ، object ہے۔

لیکن لفظ Ali میں بحیثیت subject یا object میں کوئی فرق نہیں۔ لیکن اگر Ali کی جگہ پر pronoun استعمال کریں۔ تو دونوں جملے ایسے ہوں گے۔

He reads a book.

Ahmed teaches ***him***.

ان دونوں جملوں میں Pronouns ، him اور he ایک ہی noun یعنی Ali کی جگہ پر استعمال ہوئے ہیں۔ Pronoun کے اس اختلاف کو ہم case of pronoun سے واضح کرتے ہیں۔ pronouns کا فقرے میں جو function ہے۔ وہ اسی کے لیے مخصوص ہے۔ مندرجہ ذیل Table of Pronoun Case Forms کا بطور خاص مطالعہ کریں۔

Case Forms of Pronouns

Personal Pronoun

Subject Case	I	he	she	it	we	you	they
Object Case	me	him	her	it	us	you	them
(Possessive Case)	my	his	her	its	our	your yours	their
	mine	.....	hers	......	ours		theirs
Reflexive / emphatic case	myself	himself	herself	itself	ourselves	yourself yourselves	themselves

Pronouns used in Questions and Adjective Clauses

Subject case	who	whoever
Object case	whom	whomever
Possessive case	whose	

Rule 43

Use of Case Form

کسی بھی جملہ کے subject کے لئے ہمیشہ subject case of pronoun استعمال کرنا چاہئے۔ مثلاً

Model Sentences

Inc. Him reads good books.

Cor. ***He*** reads good books.

Inc. Them always stay cool

Cor. ***They*** always stay cool.

Inc. My brother and me always respect our teachers.

Cor. My brother and ***I*** always respect our teachers.

Inc. Myself shall help you.

Cor. I shall help you.

Rule 44

Verb 'To be' یعنی is, are, am, was, etc. کے بعد بھی subject case of pronoun ہی استعمال کرنا چاہئے۔ اگرچہ عام بول چال میں object case بھی استعمال کیا جاسکتا ہے۔

It is ***I***

It is ***we***

It is ***they***, etc

It is ***me***. (this use is informal)

Rule 45

object case of pronoun کو object کے طور پر فقرے میں verb کے بعد استعمال کیا جاتا ہے۔ مثلاً

Inc. Ali teaches I.

Cor. Ali teaches me.

Inc. They have helped we a lot.

Cor. They have helped us a lot.

Inc. Only you and me have succeeded.

Cor. Only you and I have succeeded.

Rule 46

کسی بھی preposition کے بعد ہمیشہ object case استعمال کیا جانا چاہیئے۔ مثلاً

Model Sentences

Inc. They divided the books between he and I.

Cor. They divided the books between him and me.

Inc. I have taken this book from he.

Cor. I have taken this book from him.

Inc. These books are for you and she.

Cor. These books are for you and her.

Inc. There is no one but I.

Cor. There is no one but me.

Inc. It is between you and I.

Cor. It is between you and me.

مگر Than جب موازنہ کرنے کیلئے استعمال ہوتا ہے تو Informal Style میں اس کے بعد Object Pronoun بھی استعمال کئے جاتے ہیں۔ مثلاً

Informal Style: You are two years older than me.

Formal Style: You are two years older than I(am).

مگر بعض اوقات than کے بعد Object Pronoun کا استعمال Confusion پیدا کر دیتا ہے۔ مثلاً

I love you more than her.

اس فقرے میں her دو سے مطلب اخذ کیے جاسکتے ہیں۔ اس لئے طالب علموں کو than کے بعد subject کی شکل میں ہی Pronoun کا استعمال کرنا چاہیئے۔

نوٹ یادرکھیئے Formal Style میں than کے بعد Pronoun اور اس کے بعد verb کا استعمال ہوا ہو تو Pronoun ہمیشہ Subject کی صورت میں استعمال ہوتا ہے۔

Rule 47

Order of Pronoun

اگر ایک فقرے میں ایک سے زیادہ واحد persons آجائیں تو دیکھنا پڑے گا کہ فقرے کا مفہوم کیا ہے۔ اگر فقرے میں کسی اچھی بات کا تذکرہ ہو تو سب سے پہلے 2nd person اس کے بعد 3rd person اور آخر میں Ist person آنا چاہیے۔
لیکن اگر بری بات کا تذکرہ ہو تو سب سے پہلے Ist person اس کے بعد 3rd person اور آخر میں 2nd person آنا چاہیے۔

Model Sentences

Inc. I, he and you are good friends.

Cor. you, he and I are good friends.

Inc. You, he and I are all cheats.

Cor. I, he and you are all cheats.

Inc. I and he are friends.

Cor. He and I are friends.

Inc. I, you and he will help the poor.

Cor. You, he and I will help the poor.

Inc. I and you will go first.

Cor. You and I will go first.

Rule 48

Let کے بعد Pronoun صرف Object Case میں آنا چاہیے۔

Model Sentences

Inc. Let I help you.

Cor. Let me help you.

Inc. Let he go.

Cor. Let him go.

Inc. Let you and I play the game.

Cor. Let you and me play the game.

Inc. Let you and she go to the river.

Cor. Let you and her go to the river.

Rule 49

Pronoun ***"one"*** کے لئے reference کے طور پر one ہی کا کوئی pronoun استعمال کرنا چاہیے۔

Nominative =	One
Objective =	One
Possessive =	One's
Reflexive =	Oneself

Model Sentences

Inc. One should do his duty.

Cor. One should do one's duty.

Inc. One should love his parents.

Cor. One should love one's parents.

Inc. One often does not know what he is to do.

Cor. One often does not know what one is to do.

Inc. One must not forget his duty.

Cor. One must not forget one's duty.

Rule 50

Relative Pronouns

Who جو، جس نے ، جنہوں نے،

Which جو، جس نے، جنہوں نے،

That جو، جس نے، جنہوں نے،

Who انسانوں کے لیے استعمال ہوتا ہے جبکہ Which جانوروں یا بے جان چیزوں کے لیے اور That عام طور پر ہر کسی کے لئے استعمال ہوسکتا ہے۔

Model Sentences

Inc. The boy which came late was my friend.

Cor. The boy who came late was my friend.

Inc. This is the book who I bought yesterday.

Cor. This is the book which / that I bought yesterday.

Rule 51

Interrogative Sentences میں Who بطور Subject آتا ہے۔ جبکہ Whom بطور Object استعمال ہوتا ہے۔

Model Sentences

Inc. Who do you want to see?

Cor. Whom do you want to see?

Inc. Whom do you think has come?

Cor. Who do you think has come?

Rule 52

اس بات کا خیال رہے کہ Relative Pronoun والا جملہ اپنے noun کے بالکل قریب رکھا جائے ورنہ reference مبہم ہوسکتا ہے۔

Inc. The boy is my friend who comes late.

Cor. The boy who comes late is my friend.

Rule 53

As کو Relative Pronoun کے طور پر استعمال کیا جاتا ہے۔ جب اس سے پہلے 'such' یا 'as' یا the same استعمال ہوا ہو۔

Model Sentences

Inc. This is not such a book which I expected.

Cor. This is not such a book as I expected.

Inc. As many men who came were awarded.

Cor. As many men as came were awarded.

Inc. Yours in not the same book which mine (is)

Cor. Yours is not the same book as mine (is)

Such اور as کے بعد as ہمیشہ استعمال کیا جاتا ہے لیکن the same کے بعد that کو بھی استعمال کیا جاتا ہے۔

This is the same book that (=which) I read ten years ago.

نوٹ That یا as کے استعمال میں the same کے بعد مندرجہ ذیل باتوں کا خیال رکھیں۔ جب the same کے بعد verb کو express کردیا جائے تو that استعمال کرنا چاہیے۔ مثلاً

The is the same boy that won the prize. (verb expressed)

جب verb، understood ہو تو as استعمال کرتے ہیں۔

This is not the same pen as mine (is)

Rule 54

Possessive جس کے ساتھ Noun کے ساتھ آئے یا ایسے Proper Noun اگر کسی Relative Clause Adjective لگا ہے تو Relative Clause اور اس کے بعد Noun کے درمیان ایک comma لگاتے ہیں بصورت دیگر کوئی comma نہیں لگایا جاتا۔

This is Ali, who is my classfellow.

This is my brother, who is in Pak Army.

This is the student who won the prize.

Rule 55

Another، any other اور other کو singular noun کے ساتھ اور other کو plural noun کے ساتھ مثبت جملوں (affirmative statements) میں استعمال کرتے ہیں۔ لیکن any other کو singular یا plural کے ساتھ منفی جملوں (negative) میں استعمال کرتے ہیں۔

He has bought another car (or other cars) today.

We have not seen any other man or men today.

Other کے ساتھ Than بھی استعمال کیا جاتا ہے۔

He has no books other than English.

Rule 56

Each other کو دو اشخاص یا چیزوں کے لیے استعمال کرتے ہیں۔

The two boys greeted each other.

One another کو دو سے زیادہ اشخاص یا چیزوں کے لیے استعمال کرتے ہیں۔

They all love one another.

Rule 57

One کو عام طور پر کسی noun کو repeat کرنے کی بجائے استعمال کیا جاتا ہے۔ مثلاً

I'm looking for a hat. I'd really like one in black colour.

لیکن one کو ایسے 'of' سے پہلے نہیں استعمال کرتے جو possession اور اسطرح کے ideas کو بیان کرنے کیلئے استعمال کرتے ہیں۔

Inc. Ali put down his book and picked up the one of Ahmed.

اس کی بجائے ہم possessive استعمال کریں گے۔

Cor. Ali put down his book and picked up Ahmed's.

Comparative Structure کے بعد that of کا استعمال جائز ہے۔

Inc. The position of a grandparent is easier than a parent.

Cor. The position of a grandparent is easier than that of a parent.

Inc. The climate of Multan is hotter than Lahore.

Cor. The climate of Multan is hotter than that of Lahore.

Rule 58

Pronoun before Present Participle

اصول یہ ہے کہ Present participle سے پہلے کوئی pronoun صرف Object case میں آتا ہے جبکہ Gerund سے پہلے کوئی pronoun صرف possessive case میں آنا چاہئے۔

Inc. I do not like you going to the cinema. (gerund)

Cor. I do not like your going to the cinema.

Inc. I saw their going to the cinema. (present participle)

Cor. I saw them going to the cinema.

Verb

Verb ایک ایسا لفظ ہے جو یہ بتاتا ہے کہ کوئی شخص یا کوئی چیز کیا کام کرتی ہے یا کیا ہے۔ ایک verb ایک لفظ بھی ہو سکتا ہے۔ مثلاً

Ali *goes*.

She *reads*.

ایک verb کئی الفاظ پر مشتمل phrase بھی ہو سکتا ہے۔

I ***have been told.***

He ***will have been informed.***

مختلف verbs کے استعمال میں مندرجہ ذیل باتوں کا خیال رکھیں۔

Rule 59

Return جب verb کی حیثیت سے استعمال ہوتا ہے تو اس کے ساتھ back کا لفظ نہیں لگاتے کیونکہ اسکے معنی میں back پوشیدہ ہے یا پھر turn back استعمال کیا جاتا ہے۔

Inc. I shall return back at 5 O' clock.

Cor. I shall return at 5 O' clock.

Rule 60

مختلف Skills بتانے والے Verbs سے پہلے how to کو استعمال کرتے ہیں۔

Inc. He does not know swimming.

Cor. He does not know how to swim.

Rule 61

مندرجہ ذیل verbs کی forms عام طور پر غلط استعمال ہوتی ہیں ان کی اچھی طرح پہچان کرنی چاہیے۔

Hang	لٹکانا	Hung	Hung
Hang	پھانسی دینا	Hanged	Hanged

Model Sentences

Inc. I have hanged my coat on the peg.

Cor. I have hung my coat on the peg.

Inc. The murderer must be hung.

Cor. The murderer must be hanged.

Rule 62

Bear کی تیسری فارم کے بارے میں خیال رکھیں اس سے جملہ کا معنی بدل سکتا ہے۔

Bear	Bore	***Borne***	برداشت کرنا
Bear	Bore	***Born***	پیدا ہونا

Model Sentences

Inc. He has born many hardships.

Cor. He has borne many hardships.

Inc. A son was borne to her.

Cor. A son was born to her.

Rule 63

مندرجہ ذیل verbs کے مختلف معنی ہیں۔لیکن Forms ایک دوسرے سے ملتی جلتی ہیں لہٰذا احتیاط ضروری ہے تاکہ فقرہ درست رہے۔

Lie	جھوٹ بولنا	Lied	Lied
Lie	لیٹنا	Lay	Lain
Lay	لٹانا، رکھنا، انڈہ دینا	Laid	Laid

Model Sentences

Inc. His father punished him because he had lain.

Cor. His father punished him because he had lied.

Inc. He laid on bed and was soon asleep.

Cor. He lay on bed and was soon asleep.

Inc. This hen lies an egg daily.

Cor. This hen lays an egg daily.

Inc. The patient was lied on the stretcher.

Cor. The patient was laid on the stretcher.

Rule 64

Swim جاندار چیز کے تیرنے کیلئے استعمال ہوتا ہے۔ جبکہ Float بے جان چیز کے تیرنے کے لئے آتا ہے۔

Model Sentences

Inc. Babar floated in all the rivers of India.

Cor. Babar swam in all the rivers of India.

Inc. I saw a log swimming in the canal.

Cor. I saw a log floating in the canal.

Rule 65

Sink اور اسکی باقی forms بے جان چیزوں کیلئے استعمال ہوتی ہیں۔ جبکہ drown اور اسکی باقی forms جاندار چیزوں کیلئے استعمال ہوتی ہیں۔ اصول کے مطابق drown یا اسکی forms صرف Passive Voice میں آسکتی ہیں جبکہ Sink یا اسکی forms صرف Active Voice میں استعمال ہوسکتی ہیں۔

Mdoel Sentences

Inc. A boy sank in the canal yesterday.

Cor. A boy was drowned in the canal yesterday.

Inc. A ship was drowned in the sea.

Cor. A ship sank in the sea.

Rule 66

مندرجہ ذیل verbs کے فوراً بعد فقرہ کے Subject کے مطابق Reflexive pronoun آنا ضروری ہے۔

Enjoy, avail, hide, avenge, revenge

نوٹ Avail کے فوراً بعد آنے والے Reflexive pronoun کے بعد of بھی آنا چاہیئے۔

Model Sentences

Inc. We enjoyed in Murree.

Cor. We enjoyed ourselves in Murree.

Inc. You should avail this chance.

Cor. You should avail yourself of this chance.

Rule 67

مندرجہ ذیل Verbs بغیر کسی preposition کے استعمال ہوتے ہیں۔ مثلاً

return, attack, resemble, demand

Model Sentences

Inc. She resembles with her mother.

Cor. She resembles her mother.

Inc. India attacked on Pakistan.

Cor. India attacked Pakistan.

Inc. They returned to home.

Cor. They returned home.

نوٹ تاہم ان میں سے بعض verbs بطور nouns بھی استعمال ہوتے ہیں اُس وقت یہ اپنے ساتھ کوئی preposition ضرور لیتے ہیں مثلاً

Indian ***attack on*** Pakistan in 1965 was unjust.

Rule 68

اگر کسی جملہ کا main verb، go, come یا کوئی verb of perception یا take, keep ہو تو ان کے بعد دوسرا verb عام طور پر Present Participle یعنی Ist form + ing والا آتا ہے۔

Model Sentences

Inc. You will soon come ask for help.

Cor. You will soon come asking for help.

Inc. They went to swim yesterday.

Cor. They went swimming yesterday.

Inc. He heard the car come.

Cor. He heard the car coming.

Inc. She saw her son run away.

Cor. She saw her son running away.

Rule 69

Help, Make, Let کے بعد verb کی پہلی فارم (bare infinitive) استعمال کی جاتی ہے۔ (help کے بعد to-infinitive) بھی آسکتا ہے۔

Model Sentences

I helped him find his clothes.

OR

I helped him to find his clothes.

Teachers should not let their students waste their time.

Parents should make their children say prayers.

Rule 70

verb کی پہلی فارم bare infinitive کو بعض محاورات میں بھی استعمال کرتے ہیں نہ کہ Infinitive کو

Inc. You had better to go home now.

Cor. You had better go home now.

Rule 71

Easy, Difficult اور Useless جیسے adjectives جو emotions کو ظاہر کریں اُن کے بعد فعل کی infinitive فارم استعمال کرتے ہیں۔

Model Sentences

Inc. It is very difficult convincing her.

Cor. It is very difficult to convince her.

Inc. I am disgusted finding you wasting time.

Cor. I am disgusted to find you wasting time.

Inc. It is impossible persuading Naeem.

Cor. It is impossible to persuade Naeem.

Inc. It is easy going there.

Cor. It is easy to go there.

Inc. It is useless appealing for mercy.

Cor. It is useless to appeal for mercy.

Rule 72

Enough, Too اور so....as + adjective کے بعد بھی فعل کی infinitive فارم استعمال کرتے ہیں۔

I got up too late to be in time for my first class.

He is nice enough to solve this question for me.

You are so stupid as to lose your keys every now and then.

Rule 73

جب کسی جملہ کا Main verb، Present Tense میں ہو تو ایسے فقرے کے Subordinate Clause کا verb عام طور پر Present میں ہوتا ہے۔

i. Some Pakistani are so rich that they help make Pakistan a developed country.

(Main Verb) (Subordinate Verb)

ii. People think that the government is inefficient.

Rule 74

کسی بھی Subordinate Clause کا verb، Present Perfect یا Past میں ہو گا جب اس میں ایسا action ظاہر کیا جائے جو main verb کے action سے پہلے ہوا۔

	(Main Verb)	(Subordinate Verb)
i.	Most children learn to talk	after they have learned to walk.
ii.	Naeem likes to boast	that he saw half the world.

Rule 75

اسی طرح Subordinate Clause کا verb، Future Tense میں ہوگا جب اس میں کسی ایسے action کا ذکر کیا جائے جو Future میں ہوگا۔

Ali says that the result will be declared tomorrow.

Hassan thinks that Ali will come next week.

Rule 76

جب کسی جملے کا Main verb، Present Perfect Tense میں ہو تو Subordinate Clause کا verb عام طور پر Past Tense میں ہوتا ہے۔

(Main Verb)	(Subordinate Verb)
Ali has started studying	ever since he got punishment.

Rule 77

جب کسی جملہ کا Main verb، Past Tense میں ہو تو Subordinate Clause کا verb، Simple Past میں یا Past Perfect میں آتا ہے(سوائے Indirect Speech کے)اس کے علاوہ Auxiliary Verb بھی Past Tense میں آتا ہے۔مثلاً

was, were, had, did, could, should, used to, would

(Main Verb)	(Subordinate Verb)
In the past most people believed	that the sun revolved around the earth.
Ali thought	that he could win the match.
	OR
	that he had lost the match.

Rule 78

جب جملہ کا Main verb، Past Perfect میں ہو تو Subordinate verb عام طور پر Past میں ہوتا ہے۔

(Subordinate Verb) (Main verb)

By the time the police reached the thief had run away.

Rule 79

جب فقرے کا Main verb کسی کام (Action) کے Future میں ہونے کو ظاہر کرے تو Subordinate Verb عام طور پر Present یا Present Perfect Tense میں ہوتا ہے۔ لیکن Future میں نہیں ہوتا۔

(Main Verb) (Subordinate Verb)

I will see you just as soon as I finish my final exams.

I will see you just as soon as I have finished my final exam.

Rule 80

جب فقرے کا Main verb، Future Perfect Tense میں ہو تو Subordinate Verb عام طور پر Present یا Present Perfect Tense میں ہوتا ہے Future Tense میں نہیں۔

(Main Verb) (Subordinate Verb Present)

You will have completed your job by the time I am ready

OR

You will have completed your job by the time I have cooked food.

Rule 81

Subjunctive Sentences جو unreal present کو ظاہر کرتے ہیں میں if-clause میں تمام Singular اور Plural، Subjects کے ساتھ were ہی استعمال کرتے ہیں۔ ایسے جملوں کا ترجمہ کاش ایسا ہوتا وغیرہ سے کرتے ہیں۔

Inc. If I am you, I would study harder.

Cor. If I were you, I would study harder.

Rule 82

اگر کسی فقرے میں wish کے ساتھ کوئی تمنا ظاہر کی جائے تو اگلا verb ہمیشہ Plural اور Past Tense (2nd form) میں آئے گا۔

Model Sentences

Inc. I wish I go there.

Cor. I wish I went there.

Inc. I wish I will go there.

Cor. I wish I would go there.

ایسے جملے مندرجہ ذیل طریقے سے بھی آسکتے ہیں۔

If only I were there.

Would that I were there.

Rule 83

Last night, Last evening, Yesterday ایسے adverbs والے جملوں کو Past Indefinite میں بناتے ہیں۔ ایسے adverbs کو Present Perfect میں استعمال کرنا غلط ہے۔

Model Sentences

Inc. I have received this letter yesterday.

Cor. I received this letter yesterday.

Inc. He has finished this novel last night.

Cor. He finished this novel last night.

Adjectives

Rule 84

کسی Noun/Pronoun کے مطلب میں کسی بھی قسم کا اضافہ (اچھا یا برا) کرنے والے لفظ کو Adjective کہا جاتا ہے۔
کسی ایک Noun / Pronoun کو بیان کرنے کے لیے صرف positive degree کی adjective آنی چاہئے۔

Model Sentences

Inc. He is a best student.

Cor. He is a good student.

Inc. It is a worse film.

Cor. It is a bad film.

Rule 85

دو Nouns/Pronouns میں موازنہ کیلئے Comparative degree of adjective کے ساتھ than استعمال ہوتا ہے اور than کے بعد والا pronoun subjective case, میں آتا ہے۔

Model Sentences

Inc. He is tall than I.

Cor. He is taller than I.

Inc. I am most intelligent than you.

Cor. I am more intelligent than you.

Inc. He is cleverer from me.

Cor. He is cleverer than I.

Rule 86

دو سے زیادہ Nouns / Pronouns میں موازنہ کے لیے Superlative degree of adjective استعمال ہوتی ہے۔

Inc. Of all the students, Ahmad is the better.

Cor. Of all the students, Ahmad is the best.

Rule 87

لیکن کچھ Comparative degrees کے ساتھ Than کی بجائے To آتا ہے۔ اور To کے بعد والا Pronoun, object case میں آتا ہے۔ ان Comparative degrees کے adjectives مندرجہ ذیل ہیں۔ ان کو Latin Comparatives کہا جاتا ہے۔

Senior, Junior, Superior, Inferior, Prior, Posterior, Anterior.

Model Sentences

Inc. He is senior than I.

Cor. He is senior to me.

Inc. I am junior to he.

Cor. I am junior to him.

Rule 88

Little اور اسکی باقی دونوں degrees مقدار کے لیے استعمال ہوتی ہیں جبکہ few اور اس کی باقی degrees تعداد کے لیے استعمال ہوتی ہیں۔

Positive	Comparative	Superlative
Little	Less	Least
Few	Fewer	Fewest

Model Sentences

Inc. No less than fifty boys were present in the class.

Cor. No fewer than fifty boys were present in the class.

Inc. There is a few milk in the jug.

Cor. There is a little milk in the jug.

Little	بہت تھوڑا	Few	نہ ہونے کے برابر
A little	تھوڑا	A few	چند/ تھوڑا
The little	تھوڑا مگر سارا	The few	چند مگر سب

Model Sentences

Inc. I can buy nothing because I have a little money with me.

Cor. I can buy nothing because I have little money with me.

Inc. Little knowledge is a dangerous thing.

Cor. A little knowledge is a dangerous thing.

Inc. I have spent a little money I had.

Cor. I have spent the little money I had.

Rule 89

Elder, Older.

Elder صرف انسانوں کے لیے آتا ہے اور صرف ایک ہی خاندان میں رشتہ کو ظاہر کرنے کے لیے استعمال ہوتا ہے جبکہ older انسانوں اور غیر انسانوں دونوں کیلئے آسکتا ہے اور خاندان سے باہر کے تعلق کو یا عمر کو بھی ظاہر کرتا ہے۔

Model Sentences

Inc. My older brother is a doctor.

Cor. My elder brother is a doctor.

Inc. This boy is elder than I.

Cor. This boy is older than I.

نوٹ than سے پہلے ہر حال میں older ہی آئے گا۔

My brother Ali is ***older*** than I.

Rule 90

Adjective clause کسی ایک Noun کو بیان کرنے والی clause کو کہتے ہیں اصول کے مطابق Adjective clause کو اس Noun کے فوراً بعد آنا چاہیے۔ جسکو وہ بیان کرتی ہے۔

Model Sentences

Inc. The book is lost which I bought yesterday.

Cor. The book which I bought yesterday is lost.

Inc. The boy is my friend who came late.

Cor. The boy who came late is my friend.

Inc. All is not gold that glitters.

Cor. All that glitters is not gold.

Rule 91

عام طور پر Adjectives اپنے Noun سے پہلے آتے ہیں جیسا کہ Beautiful girl, Blind boy لیکن کچھ Adjectives اپنے Noun کے بعد آنے چاہئیں۔ یہ Adjectives۔ worth اور 1st form + Ing کو ملا کر بنائے جاتے ہیں جیسا کہ worth seeing, worth reading, وغیرہ

Model Sentences

Inc. This is a worth seeing city.

Cor. This is a city worth seeing.

Inc. The Holy Quran is a worth reading book.

Cor. The Holy Quran is a book worth reading.

Rule 92

Adjective کی کسی ڈگری کے دوہرے استعمال سے بچنا چاہئے۔

Model Sentences

Inc. He is the more cleverer of these two boys.

Cor. He is cleverer of these two boys.

Inc. He is more wiser than I.

Cor. He is wiser than I.

Rule 93

Sense verbs کے بعدہم adjective سے verb کو describe کرتے ہیں نہ کہ adverb سے۔مثلاً

Inc. The mango tastes sweetly.

Cor. The mango tastes sweet.

Rule 94

Some اور any کے استعمال میں احتیاط کرنی چاہیے۔ some ہمیشہ مثبت جملوں (affirmative sentence) میں استعمال کیا جاتا ہے اور any منفی (negative) جملوں میں استعمال کرتے ہیں۔جبکہ دونوں some, any کو سوالیہ جملوں میں استعمال کیا جاسکتا ہے۔

He has bought some bread.

He has not bought any bread.

Has he bought some/any bread?

Rule 95

A many کو Plural Noun سے پہلے استعمال کرتے ہیں۔

Model Sentences

Inc. They have not shed a many tear.

Cor. They have not shed a many tears.

Inc. A great many man have won battles.

Cor. A great many men have won battles.

(A large number of men)

Rule 96

Any کو a اور an کی جگہ پر کسی بات پر زیادہ زور دینے کے لئے استعمال کیا جاتا ہے ایسی صورت میں any کے بعد singular یا Plural noun استعمال کیا جاسکتا ہے۔مثلاً

Any student of this class can top the board.

You may take any books (no books in particular, but any books) that you like best.

Rule 97

Adjective کو ہم بطور Noun بھی استعمال کر سکتے ہیں ایسی صورت میں Noun یا تو مضمر (understood) ہوتا ہے جیسے کہ

The poor are not fed by the rich.

یہاں the poor اور the rich کے بعد noun، people مضمر (understood) ہے لیکن دوسری صورت میں adjective کے بعد کے Noun کو بالکل منسوخ سمجھا جاتا ہے۔ ایسی صورت میں adjective کی Noun میں تبدیلی مکمل بھی جاتی ہے اور ایسا adjective جمع کے 's' اور possessive case 's' کے ساتھ بھی استعمال کیا جاتا ہے۔

Nobles = Noble men

A noble's castle etc.

Model Sentences

Inc. It is much fine today.

Cor. It is very fine today.

Inc. Aslam is a best student.

Cor. Aslam is the best student.

Inc. He is more clever than I.

Cor. He is cleverer than I.

Inc. This pen is more better than that.

Cor. This pen is better than that.

Inc. She is the most cleverest girl in the class.

Cor. She is the cleverest girl in the class.

Inc. He is the tallest of the two boys.

Cor. He is the taller of the two boys.

Inc.	She reached prior than me.
Cor.	She reached prior to me.
Inc.	He is my older brother.
Cor.	He is my elder brother.
Inc.	This is a most beautiful scene.
Cor.	This is the most beautiful scene.
Inc.	Muree is a worth-seeing place.
Cor.	Muree is a place worth-seeing.
Inc.	She is very tired to attend to any work.
Cor.	She is too tired to attend to any work.
Inc.	I need no fewer than five kilograms of flour.
Cor.	I need no less than five kilograms of flour.
Inc.	There are a little boys in the room.
Cor.	There are a few boys in the room.
Inc.	We must help the poors.
Cor.	We must help the poor.
Inc.	My uncle left by the latest train.
Cor.	My uncle left by the last train.
Inc.	What is the last news about the match?
Cor.	What is the latest news about the match?
Inc.	He is my oldest son.
Cor.	He is my eldest son.
Inc.	Her name is the latest in the list.
Cor.	Her name is the last in the list.
Inc.	The two first students were given prizes.
Cor.	The first two students were given prizes.
Inc.	Of the two pencils this is the shortest.
Cor.	Of the two pencils this is the shorter.

Adverbs

Rule 98

Adverb ایک ایسا لفظ ہے جو یا verb کے place, time, manner وغیرہ کو ظاہر کرتا ہے۔ مثلاً

He came <u>home</u>. (where)

He went <u>yesterday</u>. (when)

He played <u>well</u>. (how)

یا کسی adjective یا adverb کو بیان qualify کرتا ہے۔ مثلاً

He is <u>very</u> <u>smart</u>. (<u>very</u> qualifies <u>smart</u>)

adv adj adv adj

He ran <u>very</u> <u>fast</u>. (very qualifies fast)

adv adv

Rule 99

عام طور پر کسی بھی adjective کے ساتھ ly لگانے سے adverb بنالیا جاتا ہے۔

Adjective	Adverb
nice	nicely
smart	smartly
beautiful	beautifully

مگر اس بات کا خیال رہے کہ بعض adjectives بھی ly پر ختم ہوتے ہیں۔ مثلاً

lovely, likely, brotherly, friendly

اس طرح بعض adverb بغیر ly کے ہوتے ہیں

Well*، *Fast وغیرہ

بعض adverbs کی دو forms ہوتی ہے۔مثلاً

cheap/cheaply, deep/deeply, loud/loudly, quick, quickly

ایسے adverb کو ایک دوسرے کی جگہ پر استعمال کیا جاسکتا ہے۔

He sold the car cheap/cheaply.

He talked loud/loudly.

تاہم close/closely، hard/hardly، high/highly اور late/lately کیونکہ مختلف معنی رکھتے ہیں اس لئے ان کو ایک دوسرے کی جگہ ایک ہی مفہوم کے لئے استعمال نہیں کیا جاسکتا۔اس کے علاوہ high, hard, close اور late کو adjectives کے طور پر بھی استعمال کیا جاسکتا ہے۔تاہم ان adverbs کی ly form, زیادہ محاوراتی استعمال ہے۔

The soldier stood close to the stage.

Watch closely when he enters.

The teacher has tried hard.

She could hardly spoke a word.

Rule 100

Muchعام طور پر adjectives یا adverbs کو comparative degree میں بیان کرتا ہے۔جبکہ verb کو positive degree میں۔

The air is much hotter today than yesterday.

Muchایسے adjectievs جو Past Participles سے بنائے جاتے ہیں ان کو qualify کرتا ہے جبکہ very ایسے adjectives کو qualify کرتا ہے جو Present Participle سے بنے ہوں۔

Model Sentences

Inc. I am very pleased.

Cor. I am much pleased.

Inc. She was very surprized at hearing the news.

Cor. She was much surprized at hearing the news.

Inc. This book is much interesting.

Cor. This book is very interesting.

Inc. The movie was much boring.

Cor. The movie was very boring.

very بطور adverb اکثر much کو qualify کرتا ہے۔

This house is very much better than yours.

Rule 101

Too بطور adverb کا مطلب ہے

something that goes beyond the limit or purpose more than enough تاہم اس کو very سے confuse نہیں کرنا چاہیے۔

Model Sentences

Inc. His health has been too good.

Cor. His health has been very good.

Inc. Sugar is too sweet.

Cor. Sugar is very sweet.

Inc. I am too happy to see you.

Cor. I am very happy to see you.

Rule 102

Enough کا مطلب 'too' کے opposite ہے اس سے مراد ہے کوئی چیز proper limit یا amount (مقدار) کو پہنچ گئی ہے جبکہ too سے مطلب more than enough ہے یعنی کوئی چیز اپنی حد سے تجاوز کر گئی ہے۔

عام طور پر enough بطور adverb کے اپنے adjective جس کو یہ qualify کرتا ہے اس کے بعد آتا ہے۔

The air today is cold enough. (as cold as I wish it to be)

Your pay is high enough for your work.

Prepositions

Prepositions دوالفاظ کوملانے یا جوڑنے کا کام کرتی ہیں۔ یہ ملانے کا کام کئی قسم کا ہوسکتا ہے۔ مثلاً

Time: ***after*** the exam.

Place: ***in front of*** the office.

Reason: ***because of*** his intellegence.

انگریزی زبان میں کم و بیش 70 کے قریب prepositions استعمال کی جاتی ہیں۔ Prepositions کے استعمال میں مندرجہ ذیل باتوں کا خیال رکھنا چاہیے۔

Rule 103

عام طور پر Since / for صرف Perfect Continuous Tenses میں یا Perfect Tenses میں استعمال ہوسکتے ہیں۔ Simple Continuous میں انکو استعمال کرنا غلط ہوتا ہے۔

Inc. We are waiting for you since morning.

Cor. We have been waiting for you since morning.

Rule 104

مندرجہ ذیل verbs کے بعد کوئی preposition نہیں لگاتے۔ مثلاً

Like, dislike, love, hate, tell, ask, order, request, advise, forbid, reach, resemble.

Model Sentences

Inc. I reached at the station in time.

Cor. I reached the station in time.

Inc. I love to my students.

Cor. I love my students.

Inc. I shall request to the principal for fee-concession.

Cor. I shall request the principal for fee-concession.

Inc. She resembles with her mother.

Cor. She resembles her mother.

Rule 105

Marry اگر Active Voice میں استعمال ہوتو اسکے بعد کوئی Preposition لگانا غلط ہوتا ہے۔ لیکن اگر Passive Voice میں استعمال ہوتو اسکے بعد صرف to لگ سکتا ہے۔

Model Sentences

Inc. He married to a working lady.

Cor. He married a working lady.

Inc. She was married a doctor.

Cor. She was married to a doctor.

Rule 106

درج ذیل verbs کے ساتھ preposition لگاتے وقت عموماً غلطی ہوجاتی ہے۔ ذیل میں کچھ زیادہ استعمال ہونے والے verbs اوران کے ساتھ استعمال ہونے والی prepositions لکھی گئی ہیں۔ ان کو اچھی طرح یاد کر لینا چاہیے۔

Verbs	Meaning	Preposition
Accuse	الزام لگانا	of
Blame	=	for
charge	=	with
Agree	کسی شرط پر متفق ہونا	on
Agree	کسی تجویز پر متفق ہونا	to
Agree	کسی شخص سے متفق ہونا	with
Attend	توجہ دینا	to
Attend	تیمارداری کرنا	on
Born	کسی کے گھر پیدا ہونا	of
Born	کسی فرد کے ہاں پیدا ہونا	to
Compare	متضاد اشیا کا موازنہ کرنا	to

Compare	ایک جیسی اشیا کا موازنہ کرنا	with
Consist	مشتمل ہونا	of/in
Deal	تعلق رکھنا ر بات چیت کرنا	with
Deal	کاروبار کرنا	in
Engage	مصروف ہونا	in
Engage	منگنی ہونا	to
Knock	دستک دینا	at
Knock	گرا دینا	down
Pray	سے دعا مانگنا	to
Pray	کی دعا مانگنا	for
Expert	ماہر	in
Good	ماہر	at

Model Sentences

Inc. He was accused for theft.

Cor. He was accused of theft.

Inc. My brother attended to me during my illness.

Cor. My brother attended on me during my illness.

Inc. Are you engaged to your studies?

Cor. Are you engaged in your studies.

Inc. He is good in English.

Cor. He is good at English.

Rule 107

درج ذیل الفاظ کے ساتھ استعمال ہونے والی Prepositions کے استعمال میں بھی احتیاط کرنی چاہیے۔

Blind	of / in	نابینا
Operate	upon	آپریشن کرنا
Kind	to	مہربان
Adjacent	to	ملحقہ
Congratulate	on	مبارکباد دینا

Model Sentences

Inc. He is blind from one eye.

Cor. He is blind of / in one eye.

Inc. The patient was operated.

Cor. The patient was operated upon.

Inc. God is kind on us.

Cor. God is kind to us.

Rule 108

کسی preposition کے بعد آنیوالا verb صرف ing form میں آسکتا ہے۔

Model Sentences

Inc. He came here with a view to meet you.

Cor. He came here with a view to meeting you.

Inc. I am looking forward to hear from you.

Cor. I am looking forward to hearing from you.

Rule 109

کسی preposition کے بعد کوئی pronoun صرف Objective case ہی میں آنا چاہیے۔

Model Sentences

Inc. I took this book from she.

Cor. I took this book from her.

Inc. Between he and I, there is no enmity.

Cor. Between he and me, there is no enmity.

Rule 110

Time اور date کے بعض expressions کے ساتھ کوئی preposition آتی ہے اور بعض کے ساتھ نہیں۔ مندرجہ ذیل expressions کو استعمال کرتے وقت preposition کے ہونے یا نہ ہونے کا خیال رکھنا چاہیے۔

in the morning	on Friday	last Tuesday
in the after noon	on Sunday morning	last Monday morning
in the evening	on Saturday evening	next Friday
in September	on July 22,	last/next February
in 1991	on Eid	yesterday
	on his birthday	tomorrow

Model Sentences

Inc. I saw her on yesterday.

Cor. I saw her yesterday.

Inc. He came to see me on last Sunday.

Cor. He came to see me last Sunday

Rule 111

مندرجہ ذیل Time اور Date کے expression کو یاد رکھیں۔

early in the morning / evening	during the day
early one morning / evening	for a few minutes
in the early afternoon / evening	during the week
in the day-time	during March
at the same time	
at half past seven	
at night (during the night)	

Inc. She is ill from fever.

Cor. She is ill with fever.

Inc. I met a mad dog in the way.

Cor. I met a mad dog on the way.

Inc. Did you sign on the cheque?

Cor. Did you sign the cheque?

Inc. I congratulate you for your success in the examination.

Cor. I congratulate you on your success in the examination.

Inc. It is time to rest.

Cor. It is time for rest.

Inc. I went to home.

Cor. I went home.

Inc. He is very kind on me.

Cor. He is very kind to me.

Inc. Monkeys live on trees.

Cor. Monkeys live in trees.

Inc. He attacked on me.

Cor. He attacked me.

Inc. He picked up a quarrel with me.

Cor. He picked a quarrel with me.

Inc. I am confident to getting the first position.

Cor. I am confident of getting the first position.

Inc. At last, she reached in the garden.

Cor. At last, she reached the garden.

Inc. We passed in the examination.

Cor. We passed the examination.

Inc. He insisted to go to Lahore.

Cor. He insisted on going to Lahore.

Inc. The pen is to write.

Cor. The pen is to write with.

Inc. She was married with a doctor.

Cor. She was married to a doctor.

Inc. She writes with red ink.

Cor. She writes in red ink.

Inc. He is angry on me.

Cor. He is angry with me.

Inc. He died with cholera.

Cor. He died of cholera.

Inc. The doctor has resigned from his post.

Cor. The doctor has resigned his post.

Inc. She resembles to her mother.

Cor. She resembles her mother.

Inc. He mistook me as his friend.

Cor. He mistook me for his friend.

Inc. What is the time on your watch?

Cor. What is the time by your watch?

Inc. No Pakistani is in the committee.

Cor. No Pakistani is on the committee.

Inc. He is like a brother for me.

Cor. He is like a brother to me.

Inc. Write it on the margin of your book.

Cor. Write it in the margin of your book.

Inc. I regret at the delay.

Cor. I regret the delay.

Inc. The patient has been operated.

Cor. The patient has been operated upon.

Inc. I have not seen him for Sunday last.

Cor. I have not seen him since Sunday last.

Inc. I have known him since a long time.

Cor. I have known him for a long time.

Inc. He spoke with me by Urdu.

Cor. He spoke to me in Urdu.

Inc. The work should not be done with haste.

Cor. The work should not be done in haste.

Inc. He is afraid from the dog.

Cor. He is afraid of the dog.

Inc. The house was destroyed with fire.

Cor. The house was destroyed by fire.

Conjunctions

Conjunctions دو الفاظ کو یا جملہ کے دو حصوں کو آپس میں جوڑتے ہیں۔ مندرجہ ذیل Conjunctions کے آپس میں تعلق کو سمجھنا ضروری ہے۔

(جونہی) **No sooner** ------------- **than** (تو)

(مشکل سے ہی) **Scarcely** -------------- **when** (کہ)

(مشکل سے ہی) **Hardly** -------------- **when** (کہ)

ان Conjunctions کے استعمال کے سلسلے میں دو باتیں ذہن میں رکھنا ضروری ہے۔

Rule 112

کسی Conjunction کو مکمل طور پر استعمال کرنا چاہئے مثلاً اگر کہیں ایک طرف No sooner استعمال ہو تو اس فقرہ میں دوسری طرف صرف than استعمال ہونا چاہئے کوئی دوسرا لفظ استعمال کرنے سے فقرہ غلط ہو جاتا ہے۔

Rule 113

No sooner, Scarcely اور Hardly کے فوراً بعد (فقرہ کے Subject اور Tense کے مطابق) Helping Verbs کا لانا ضروری ہوتا ہے۔

Model Sentences

Inc. No sooner we had come out of the college when it started raining.

Cor. No sooner had we come out of the college than it started raining.

Inc. Scarcely we reached the airport than the plane took off.

Cor. Scarcely did we reach the airport when the plane took off.

Inc. Hardly we reach the college then the bell rings.

Cor. Hardly do we reach the college when the bell rings.

Idiomatic Expressions

Rule 114

کچھ expressions عام بول چال میں غلط العوام بن گئے ہیں لیکن گریمر کے مطابق انہیں ٹھیک استعمال کیا جانا چاہیے۔فرق درج ذیل ہے۔

Wrong	Meaning	Correct
Take pain	محنت کرنا	Take pains
Man of part	خوبیوں والا شخص	Man of parts
Man of letter	عالم شخص	Man of letters
Up and down	نشیب وفراز	Ups and downs
Passing marks	کامیابی کے نمبر	Pass marks
Write with ink	روشنائی سے لکھنا	Write in ink
English Department	شعبہ انگریزی	Department of English

Lecturer of English	انگریزی کا لیکچرر	Lecturer in English
English professor	انگریزی کا پروفیسر	Professor of English
Family member	خاندان کا رکن	Member of family
Staff member	سٹاف کا رکن	Member of staff
In the way	راستے میں	On the way
On the tree/On the sky	درخت پر/آسمان پر	In the tree / In the sky

Model Sentences

Inc. Take pain in your studies.

Cor. Take pains in your studies.

Inc. This is the English department.

Cor. This is the Department of English.

Inc. Mr. Masood is a lecturer of English.

Cor. Mr. Masood is a lecturer in English.

Inc. Please write with ink.

Cor. Please write in ink.

Inc. Stars shine on the sky.

Cor. Stars shine in the sky.

Inc. All our family members have gone to Murree.

Cor. All members of our family have gone to Murree.

Inc. Mr. Ahmad is the new staff member of our college.

Cor. Mr. Ahmad is the new member of our college staff.

Inc. Mr. Siddique is the professor in Urdu.

Cor. Mr. Siddique is the professor of Urdu.

Rule 115

unless, until اگر فقرہ کے کسی حصہ میں استعمال ہو تو پھر اسکے ساتھ مزید not استعمال نہیں کیا جاتا کیونکہ ان میں پہلے ہی منفی کا مطلب شامل ہوتا ہے۔

Inc. You cannot pass unless you donot work hard.

Cor. You cannot pass unless you work hard.

Rule 116

Sequence of Tenses

اگر کسی فقرہ کی Independent Clause ، Past Tense میں آئے تو اس فقرہ کی dependent clause بھی لازماً Past Tense میں آنی چاہیے بشرطیکہ وہ کوئی Universal Truth نہ ہو کیونکہ Universal Truth ہمیشہ Present Tense میں ہوتا ہے۔

Model Sentences

Inc. My friend told me that he is in the 2nd year.

Cor. My friend told me that he was in the 2nd year.

Inc. The teacher told us that the earth revolved around the sun.

Cor. The teacher told us that the earth revolves around the sun.

Rule 117

اگر کسی فقرے میں کوئی گزرا وقت mention کر دیا جائے تو وہ فقرہ لازماً Past Indefinite میں آنا چاہیے ورنہ غلط ہوگا۔

Model Sentences

Inc. I have done my F.A two years ago.

Cor. I did my F.A two years ago.

Inc. India has attacked Pakistan in 1965.

Cor. India attacked Pakistan in 1965.

Rule 118

Future کے Conditional Sentences میں صرف Independent Clause ، Future Indefinite میں آتی ہے جبکہ dependent clause ہمیشہ Present Indefinite میں آتی ہے۔

Inc. You will succeed if you will work hard.

Cor. You will succeed if you work hard.

Rule 119

Past کے Conditional Sentences میں Independent Clause میں

(Would have + 3rd form of verb) ہوتا ہے۔ جبکہ if -clause میں (had+3rd form of verb) آنی چاہئے

Inc. If you had worked hard, you had passed.

Cor. If you had worked hard, you would have passed.

Conditional Sentences

Conditional Sentences کی تین types ہیں ہر types میں ایک main clause اور ایک If-clause آتا ہے

اس بات کا خیال رکھنا چاہیے کہ If-clause اپنے main clause کے مطابق ہو۔

Type-I: If + Simple Present + Simple Future/Imperative/can/may

Type-II: If + Simple Past Tense + Present Conditional Tense/could/might

نوٹ i. اسی pattern میں ہم were (Past Subjunctive) کو Singular Subjunctive کے ساتھ بھی استعمال کرتے

ہیں۔ If I were you, I would earn more

ii. یہ Type، Future یا Present میں متوقع ہونے والے action کو ظاہر کرتی ہے۔

Type-III: If + Past Perfect + Perfect Conditional Tense

If he comes, he will have dinner with us. (Type-I)

If he came, he would join us. (Type-II)

If he had come, he would have had dinner with us . (Type-III)

Model Sentences

Inc. If he comes, he would have dinner with us.

Cor. If he comes, he will have dinner with us.

Inc. If he comes, he would have had dinner with us.

Cor. If he come, he would have dinner with us.

Inc. Although he is poor, but he is honest.

Cor. Although he is poor, yet he is honest.

Inc. She cried as if she was mad.

Cor. She cried as if she were mad.

Inc. When you say so, I must believe it.

Cor. Since you say so, I must believe it.

Inc. She will not come except you call her.

Cor. She will not come unless you call her.

Inc. He both won a medal and a scholarship.

Cor. He won both a medal and a scholarship.

Inc. Both Aslam as well as Shahid are happy.

Cor. Both Aslam and Shahid are happy.

Inc. Not only he abused me but also beat me.

Cor. He not only abused me but also beat me.

Inc. We had scarcely reach the college than the bell rang.

Cor. We had scarcely reached the college when the bell rang.

Inc. I had hardly gone out that it began to rain.

Cor. I had hardly gone out when it began to rain.

Inc. He cannot pass unless he does not work hard.

Cor. He cannot pass unless he works hard.

Inc. Walk with care lest you should not fall down.

Cor. Walk with care lest you should fall down.

Inc. I like such books which are interesting.

Cor. I like such books as are interesting.

Inc. I asked her that whether she was ill.

Cor. I asked her whether she was ill.

Inc.	He is no other man but Shahid.
Cor.	He is no other man than Shahid.
Inc.	I am so tired as you are.
Cor.	I am as tired as you are.
Inc.	I wrote with the same pen which you did.
Cor.	I wrote with the same pen as you did.
Inc.	If he comes I would have gone.
Cor.	If he had come I would have gone.
Inc.	If I shall come, you will be in trouble.
Cor.	If I come, you will be in trouble.
Inc.	I waited since the train arrived.
Cor.	I waited till the train arrived.
Inc.	He escaped unless he should be killed.
Cor.	He escaped lest he should be killed.
Inc.	He was happy behind he had done it.
Cor.	He was happy because he had done it.

Article

Rule 120

ہر واحد قابل شمار Noun سے پہلے a, an لگانا ضروری ہوتا ہے۔ اگر Noun کے شروع میں Vowel sound ہو تو an
لگاتے ہیں اور اگر Consonant sound سے شروع ہو تو a لگاتے ہیں۔

Model Sentences

Inc.	Cow is grazing in the fields.
Cor.	A cow is grazing in the fields.
Inc.	This is umbrella.
Cor.	This is an umbrella.

Rule 121

اگر کسی واحد اور قابل شمار Noun سے پہلے کوئی adjective آتا ہے تو پھر a, an اس adjective سے پہلے لگے گا۔ لیکن adjective کی sound کے مطابق a یا an آئے گا۔

Model Sentences

Inc. He is a intelligent boy

Cor. He is an intelligent boy.

Inc. Lahore is big city.

Cor. Lahore is a big city.

Inc. His father is honourable man.

Cor. His father is an honourable man.

Rule 122

اگر دو Nouns اکٹھے آئیں تو دونوں سے پہلے a, an نہیں لگاتے بلکہ صرف پہلے Noun سے پہلے ہی کافی ہوتا ہے۔

Inc. Iqbal was a poet and a philosopher

Cor. Iqbal was a poet and philosopher.

Rule 123

کسی دریا، سمندر، مقدس کتاب، قوم، مذہبی گروہ کے نام سے پہلے "The" آنا چاہیے۔

Superlative degree of adjective سے پہلے بھی "the" آتا ہے۔

Model Sentences

Inc. Ravi flows in Lahore.

Cor. The Ravi flows in Lahore.

Inc. Karachi is situated near Arabian Sea.

Cor. Karachi is situated near the Arabian Sea.

Inc. Muslims read Holy Quran.

Cor. The Muslims read the Holy Quran.

Rule 124

کسی ملک یا صوبے کے ایک لفظ والے نام سے پہلے "the" نہیں آتا لیکن دو یا دو سے زیادہ بنے ہوئے الفاظ والے نام سے پہلے "the" لگانا ضروری ہے۔

Model Sentences

Inc. The China is a developed country.

Cor. China is a developed country.

Inc. U.S.A. is a rich country.

Cor. The U.S.A. is a rich country.

Rule 125

کسی زبان کے نام سے پہلے "the" نہیں آتا لیکن اگر زبان کے نام کے ساتھ language کا لفظ آئے تو پھر "the" لگاتے ہیں۔

Model Sentences

Inc. The English is a very difficult language.

Cor. English is a very difficult language.

Inc. English language is very difficult.

Cor. The English language is very difficult.

Rule 126

Material Noun سے پہلے "the" لگانا غلط ہے لیکن اگر کسی Material Noun کو کسی حوالہ سے مخصوص کر دیا جائے تو اس سے پہلے "the" نہ لگانا غلط ہوگا ۔

Model Sentences

Inc. The gold is a precious metal.

Cor. Gold is a precious metal.

Inc. Gold of Arabia is better than gold of America.

Cor. The gold of Arabia is better than the gold of America.

Rule 127

کسی عام Abstract Noun سے پہلے "the" نہیں آتا لیکن اگر کسی Abstract Noun کو کسی حوالہ سے مخصوص کر دیا جائے تو اس سے پہلے "the" نہ لگانا غلط ہوتا ہے۔

Model Sentences

Inc. The wisdom is a gift of God.

Cor. Wisdom is a gift of God.

Inc. Wisdom of Soloman is a proverb.

Cor. The wisdom of Soloman is a proverb.

Rule 128

کچھ مخصوص قسم کے فقروں میں فقرے کے دو حصے ہوتے ہیں۔ ہر حصہ Comparative degree of adjective سے شروع ہوتا ہے اور دونوں دفعہ Comparative degree سے پہلے "the" لگانا ضروری ہوتا ہے کیونکہ یہ "the" دونوں دفعہ ہی مخصوص مطلب رکھتا ہے۔ اسکا نہ لگانا غلط ہوگا۔

Model Sentences

Inc. Higher we go, cooler it is.

Cor. The higher we go, the cooler it is.

Inc. More we get, more we want.

Cor. The more we get, the more we want.

Rule 129

Common Noun سے پہلے "the" نہیں آتا لیکن اگر Common Noun کو کسی حوالہ سے مخصوص کر دیا جائے تو پھر اس سے پہلے "the" نہ لگانا غلط ہوگا۔

Inc. Boy who came late was my friend.

Cor. The boy who came late was my friend.

Rule 130

کسی بیماری کے نام سے پہلے "the" نہیں آتا ہے۔

Inc. The cancer is a dangerous disease.

Cor. Cancer is a dangerous disease.

Rule 131

جب کسی ایک Noun سے مراد اس جیسی تمام اشیاء ہوں تو اس سے پہلے "the" لگاتے ہیں۔یعنی یہ اپنے جیسی تمام چیزوں کی نمائندہ ہوتی ہے۔

Model Sentences

Inc. Horse is a useful animal.

Cor. The horse is a useful animal.

تاہم لفظ man اور woman اس اصول سے مستثنیٰ ہیں۔

Inc. The man is mortal

Cor. Man is mortal.

Inc. Ravi is a famous river.

Cor. The Ravi is a famous river.

Inc. He is a M.N.A.

Cor. He is an M.N.A.

Inc. My sister is M.A in the English.

Cor. My sister is an M.A in the English.

Inc. Do not make noise.

Cor. Do not make a noise.

Inc. Nation is a popular newspaper.

Cor. The Nation is a popular newspaper.

Inc. The wisdom is the gift of God.

Cor. Wisdom is the gift of God.

Inc. Gold is more precious than the silver.

Cor. Gold is more precious than silver.

Inc. My teacher is a honest man.

Cor. My teacher is an honest man.

Inc. Himalayas are the highest mountains in the world.

Cor. The Himalayas are the highest mountains in the world.

Inc. Punjab has a University of Agriculture.

Cor. The Punjab has a University of Agriculture.

Inc. The house caught the fire.

Cor. The house caught fire.

Inc. Dog is the faithful animal.

Cor. The dog is a faithful animal.

Inc. The beauty is short lived.

Cor. Beauty is short lived.

Inc. You were in wrong.

Cor. You were in the wrong.

Inc. The honesty is the best policy.

Cor. Honesty is the best policy.

Inc. She is at the fault.

Cor. She is at fault.

Inc. The English is the language of the English.

Cor. English is the language of the English.

Inc. She has got headache.

Cor. She has got a headache.

Inc. Muslims are a brave people.

Cor. The Muslims are a brave people.

Inc. His father is a poet and a novelist.

Cor. His father is a poet and novelist.

Inc. We shall reach there in a hour's time.

Cor. We shall reach there in an hour's time.

Inc. I have never seen a such good picture.

Cor. I have never seen such a good picture.

Inc. This is a man who helped us.

Cor. This is the man who helped us.

Inc. He got an employment in the bank.

Cor. He got an employment in a bank.

Inc. The cotton is grown in Pakistan.

Cor. Cotton is grown in Pakistan.

Inc. A red and a white cow is grazing in the field.

Cor. A red and white cow is grazing in the field.

Inc. He gave me the sad news.

Cor. He gave me a sad news.

Wrong Vocabulary

بعض اوقات الفاظ کے استعمال میں غلطی ہو جاتی ہے جس کے نتیجے میں sentence کا مفہوم واضح نہیں ہو پاتا vocabulary یا choice and use of words میں احتیاط سے کام لیا جائے۔ مثلاً

Inc. The reason for the explosion is unknwon.

Cor. The cause of the explosion is unknown.

Reason cause کا نتیجہ کوئی effect ہوتا ہے جبکہ reason کسی effect کو explain یا justifiy کرتا ہے۔

Inc. There is no place in this compartment.

Cor. There is no room in this compartment.

Reason Place سے مراد جگہ ہے جبکہ یہاں بیٹھنے کی گنجائش کا مفہوم مراد ہے اس معنی کے لیے لفظ room استعمال ہوتا ہے۔

Sentence Connecting

بعض زبانوں میں دو sentences کو link کرنے کیلئے ایک pair of conjunction کو استعمال کیا جاتا ہے۔ جبکہ English Languageمیں(سوائے either... or & neither ... nor) کےایکconjunction کو دو statements کو جوڑنے کیلئے استعمال کیا جاتا ہے۔

مندرجہ ذیل pairs سے دو statements کو link کرنا غلط ہے۔

Beacuse ..... so	Althought ...... but	Since ...... therefore
Beacuse ..... therefore	If .... then	Since ..... so
When ... then	After ..... then	As ..... therefore

Model Sentencecs

Inc. After they had completed their job, then I asked them to go.

Cor. After they had completed their job, I asked them to go.

Inc. Since you are late, so you are fined.

Cor. Since you are late, you are fined.

Rule 132

Negative Verb کے بعدorاستعمال کیا جائے (نہ کہ nor) سوائے اسclauseکے جس میں verb اپنےsubjectکے بعد آتا ہے۔

Model Sentencecs

Inc. He cannot play cricket nor hockey.

Cor. He cannot play cricket or hockey.

Inc. He cannot play hockey nor I can play.

Cor. He cannot play hockey nor can I.

Rule 133

Despite کے بعد 'of' کو استعمال نہیں کرنا چاہیے۔جبکہ in spite کے بعد of آتا ہے۔

Model Sentencecs

Inc. In spite my request, he refused to come.

Cor. In spite of my request, he refused to come.

Inc. Despite of my request, he refused to come.

Cor. Despite my request, he refused to come.

Elliptical Expression

Rule 134

Elliptical Expression ایک ایسا expression ہے جس میں کچھ الفاظ اس لیے چھوڑے جاتے ہیں کیونکہ وہ sentence کے باقی حصہ میں موجود ہوتے ہیں۔مندرجہ ذیل elliptical expressions عام ہیں۔

If ever ..... If so..... If at all ....

They won't go to Murry; if ever.

(means) They won't go to Muree, if they even go for holidays anytime.

India may attack Pakistan. If so, we shall defend our country.

(If so means if that happens.)

They won't go to Muree, if at all

if at all means = if they ever go for outing.

Spelling

Rule 135

آج کل American English اور British English میں کچھ الفاظ کے spelling میں فرق ہے۔پاکستان میں اب بھی British Spelling ہی رائج ہیں۔اس لیے ضروری ہے کہ spelling میں ایک consistency یکسانیت کا خیال رکھا جائے کچھ بہت زیادہ استعمال ہونے والے الفاظ کے spelling کو خیال میں رکھا جائے۔

British	American
cheque	check
colour	color
centre	center
honour	honor
favourite	favorite
programme	program
travelled	traveled

Gender

انگریزی میں Gender (مذکر مونث) چار اقسام کے ہیں۔

i. **Masculine (مذکر):** ایسے تمام Noun (اسماء) جو male animal کو ظاہر کرے مثلاً

man, boy

ایسے تمام Nouns کے لیے Pronoun he / they استعمال کرتے ہیں۔

ii. **Feminine (مونث):** ایسے تمام Noun (اسماء) جو female animals کو ظاہر کرے مثلاً

woman, girl

ایسے تمام Nouns کے لیے Pronoun she / they استعمال کرتے ہیں۔

iii. **Common Gender** ایسے تمام Nouns (اسماء) جو یا کسی male (مذکر) یا female (مونث) کو ظاہر کریں۔

Friend (male friend or female friend)

Teacher (male teacher or female teacher)

Doctor (male doctor or female doctor)

iv. **Neuter Gender** بے جان چیزوں inanimate things کو ظاہر کرتے ہیں۔ ایسے تمام Nouns (اسماء) جو نہ کسی male اور نہ کسی female animal کو ظاہر کریں۔

Book, Pen, Table

a. ایسے تمام animals(جانور) یا babies جن کے male یا female ہونے کے بارے میں ہم نہیں جانتے وہ بھی Neuter Genderہی شمار کیے جاتے ہیں۔

ایسے تمام Nouns کے لیے Pronoun they / it ہی استعمال کرتے ہیں۔

b. تمام material اور abstract nouns عام طور سے Neuter Gender سے تعلق رکھتے ہیں کیونکہ یہ ایسے چیزوں کو ظاہر کرتے ہیں جو بغیر زندگی کے ہوتی ہیں۔تمام collective nouns بھی Neuter Gender میں شمار کیے جاتے ہیں کیونکہ یہ لوگوں یا چیزوں کے groups کو ظاہر کرتے ہیں اور group بھی lefeless ہوتے ہیں۔

Rule 136

عام طور پر ایک masculine noun کو feminine سے تین طریقوں سے الگ کیا جاتا ہے۔

مثلاً By change of word

Masculine	Feminine		
boy	girl	horse	mare
bull	cow	king	queen
father	mother	husband	wife

Rule 137

By adding a word اس میں کوئی prefix کا اضافہ کیا جاتا ہے۔

He - goat	she - goat
Man - servant	maid - servant
Cock - sparrow	hen - sparrow

Rule 138

یا کسی suffix کا اضافہ کیا جاتا ہے۔

Grand - uncle	Grand - aunt
Pea - cock	Pea - hen
Land - lord	Land - lady

Servant - man	Servant - maid
Washer - man	washer - woman

Rule 139

By adding ess to the musculine ess کو masculine سے لگاتے ہوئے مندرجہ ذیل تبدیلیاں ہوتی ہیں۔

i. جب ess کو masculine کے ساتھ لگانے سے masculine میں کوئی تبدیلی نہیں ہوتی مثلاً

Author	author-ess	Poet	poet-ess
Giant	giant-ess	Heir	heir-ess
Lion	lion-ess		

ii. جب essلگانے سے musculine کے آخری vowel کوختم کردیتے ہیں۔

Actor	actress
Tiger	tigress
Negro	negress

Rule 140

Inanimated objects ;Personified Objects (بے جان چیزیں) کوبعض اوقات ایسے استعمال کیا جاتا ہے گویا کہ وہ persons(شخص) ہوں۔اس صورت میں اُس noun کو personified noun کہتے ہیں۔ایسے personified noun یا کسی musculine noun کوظاہر کرتے ہیں یا کسی feminine کو۔ایسے nouns کوفقرے میں proper nouns کی طرح سمجھا جاتا ہے اور اس لیے یہ capital letter سے شروع کیا جاتا ہے۔ بطور ایک rule کے ایسی چیز جن میں greatness, strength, superiority وغیرہ ہوتی ہے جب ان کو personify کیا جائے تو انہیں male noun کی طرح سمجھا جاتا ہے۔جیسے

sun, June, summer, ocean, thunder, majesty, war, death

ایسے personified nouns کے لیے pronoun بھی masculine یعنی he ہی آتا ہے۔مثلاً

Death has his own ways.

Rule 141

ایسی تمام چیزیں جو grace, fertility, beauty, inferiority وغیرہ کو ظاہر کریں۔ان کو feminine سمجھا جاتا ہے۔مثلاً

earth, spring, hope, virtue, truth, justice, mercy,
charity, peace, humility, jealousy, pride, fame,
modesty, liberty, flattery, moon

ایسے personified noun کے لیے pronoun بھی feminine یعنی she آتا ہے۔

Rose is the queen of flowers.

Cars, Ships اور دوسری vehicles مثلاً railway train کو بھی femimine تصور کیا جاتا ہے اور ان کے لیے pronoun کے طور پر she استعمال کرتے ہیں لیکن ایسے nouns کو capital letter سے نہیں لکھا جاتا۔مثلاً

The ship left the harbour where *she* had anchored for two days.

Countries (ممالک) کو جب نام سے ذکر کیا جائے تو عام طور پر feminine ہی سمجھا جاتا ہے۔

Pakistan will defend *her* territory at all cost.

Genitive / Possessive Case

Rule 142

Genitive / Possessive Case عام طور پر دو nouns کے درمیان relationship (تعلق) ownership (ملکیت) کو ظاہر کرتا ہے۔دو nouns کے درمیان تعلق ظاہر کرنے کیلئے 's' کو singular noun یا ایسے plural noun سے جو s پر end نہ ہوں کے ساتھ لگایا جاتا ہے۔

a man's job	people's choice
men's work	horse's mouth
children's room	Pakistan's export

Rule 143

ایسے noun جو s پر ختم ہوں ان کے ساتھ صرف (') apostrophe استعمال کرتے ہیں۔

a girls' school.

The students' bus.

نوٹ apostrophe ('s) والے noun سے پہلے article نہیں لگاتے۔

The sun of the Landlord	=	landlord's son
The poetry of Iqbal	=	Iqbal's poetry

apostrophe ('s) عام طور پر people, countries یا animals کے لیے استعمال ہوتے ہیں لیکن اس کو مندرجہ ذیل nouns کے لیے بھی استعمال کیا جا سکتا ہے۔ مثلاً

i. ships اور boats کے لیے

ii. cars, trains, planes اور دوسری vehicles کے لیے اگرچہ Noun + of + Noun زیادہ بہتر ہے۔

بعض اوقات کسی noun کو possessive case میں بغیر دوسرے noun کے استعمال کیا جا سکتا ہے۔ ایسی صورت میں noun کی place یا building کو ظاہر کرتا ہے۔

The doctor's a / the chemist's / florist's/ mean

The doctor's clinic.

The chemist's shop.

The florist's shop.

لوگوں کے نام بھی اس طرح استعمال کیے جا سکتے ہیں۔

We had dinner at Mian's.

Rule 144

Noun + of + noun کی Construction کو استعمال کرتے ہیں جب

a. possessor کے بعد کوئی phrase یا clause آئے

I bought the car of a man wearing a white shirt.

She refused to take the book of her friend who behaved proudly.

b. ایسے تمام nouns کے ساتھ جو inanimate (بے جان چیزوں) ہوں۔

The gate of the city.

The roof of the house.

The mirror of the car.

تاہم noun + of + noun کے structure مندرجہ ذیل طریقہ سے استعمال کیا جا سکتا ہے۔

The city gate.

The house roof.

The car mirror.

اس صورت میں پہلا noun ایک طرح کا adjective بن جاتا ہے تاہم یہ construction ہر جگہ استعمال نہیں کی جا سکتی اس لیے بہتر ہے کہ Construction 'of' استعمال کی جائے۔

CORRECTION OF ERRORS

Noun

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 1

1. **My brother and adviser have come.**
   (a) My brother and advisers has come.
   (b) My brother and adviser have come.
   (c) My brother and adviser has come.
   (d) My brother and adviser has came.
2. **The sum and substance of the matter are worth considering.**
   (a) The sum and substance of the matter are worth considering.
   (b) The sum and substance of the matter is worth considering.
   (c) The sum and substance of the matter is worth consider.
   (d) The sum and substance of the matter have worth considering.
3. **My friend and co-worker Mr. Farooqi have gone aborad.**
   (a) My friend and co-worker Mr. Farooqi have gone aborad.
   (b) My friend and co-worker Mr. Farooqi has gone aborad.
   (c) My friend and co-worker Mr. Farooqi has been gone aborad.
   (d) My friend and co-worker Mr. Farooqi has went aborad.
4. **The informations are quite authentic.**
   (a) The informations is quite authentic.
   (b) The information have quite authentic.
   (c) The information are quite authentic.
   (d) The information is quite authentic.

5. **The alphabets of English are twenty six in number.**
   (a) The alphabet of English is twenty six in number.
   (b) The alphabets of English are twenty six in number.
   (c) The alphabet of English are twenty six in number.
   (d) The alphabets of English is twenty six in number.
6. **New furnitures are being bought for this room.**
   (a) New furniture is being buy for this room.
   (b) New furnitures are being bought for this room.
   (c) New furniture is being bought for this room.
   (d) New furnitures is being bought for this room.
7. **The offsprings of that cow are these two calves.**
   (a) The offspring of that cow have these two calves.
   (b) The offspring of that cow are these two calves.
   (c) The offsprings of that cow is these two calves.
   (d) The offspring of that cow is these two calves.
8. **Poetries attract everyone.**
   (a) Poetry attract everyone.
   (b) Poetries attract everyone.
   (c) Poetry is attract everyone.
   (d) Poetry attracts everyone.
9. **The sceneries of these hills are fascinating.**
   (a) The sceneries of these hills is fascinating.
   (b) The sceneries of these hills are fascinating.
   (c) The scenery of these hills is fascinating.
   (d) The scenery of these hill is fascinating.
10. **He has no issues (child or children).**
   (a) He has no issue.
   (b) He have no issue.
   (c) He have no issues.
   (d) He has no issues.

Exercise 2

1. **Sceneries of Kashmir are beautiful.**
   (a) Sceneries of Kashmir are beautiful.
   (b) Scenery of Kashmir is beautiful.
   (c) Sceneries of Kashmir is beautiful.
   (d) Scenery of Kashmir are being beautiful.
2. **These informations are not true.**
   (a) This informations is not true.
   (b) This informations are not true.
   (c) This information are not true.
   (d) This information is not true.
3. **He bought some stationeries.**
   (a) He bought some stationery.
   (b) He bought some stationeries.
   (c) He bought any stationery.
   (d) He buy some stationery.
4. **The poetries of Iqbal are full of life.**
   (a) The poetry of Iqbal are full of life.
   (b) The poetries of Iqbal is full of life.
   (c) The poetry of Iqbal is full of life.
   (d) The poetries of Iqbal are full of life.
5. **We shall go to Muree during the summer vacations.**
   (a) We shall go to Muree during the summer vacational.
   (b) We shall go Muree during the summer vacation.
   (c) We shall go to Muree during the summer vacations.
   (d) We shall go to Muree during the summer vacation.
6. **Many machineries were imported.**
   (a) Many machines was imported.
   (b) Many machines were imported.
   (c) Many machinery were imported.
   (d) Many machinery was imported.

7. **These cattles are mine.**
   - (a) These cattle is mine.
   - (b) This cattle are mine.
   - (c) These cattles are mine.
   - (d) These cattle are mine.
8. **These vermines do much harm.**
   - (a) These vermine do much harm.
   - (b) These vermine does much harm.
   - (c) This vermine do much harm.
   - (d) These vermines do much harm.
9. **These swines must be kept out of the garden.**
   - (a) This swine must be kept out of the garden.
   - (b) These swines must be kept out of the garden.
   - (c) These swine must be kept out of the garden.
   - (d) This swines must be kept out of the garden.
10. **The peoples have returned home.**
    - (a) The peoples have returned home.
    - (b) The people have returned home.
    - (c) The people has returned home.
    - (d) The people have return home.

Exercise 3

1. **The cattle is grazing in the field.**
   - (a) The cattle are grazing in the field.
   - (b) The cattle are grazing in the field.
   - (c) The cattle are grazing in the field.
   - (d) The cattle are grazing in the field.
2. **The poultry belongs to him.**
   - (a) The poultry belongs to him.
   - (b) The poultries belong to him.
   - (c) The poultry belong to him.
   - (d) The poultries belongs to him.

3. **Many cattles were grazing.**
   - (a) Many cattle was grazing.
   - (b) Many cattle were grazing.
   - (c) Many cattles was grazing.
   - (d) Many cattles were grazing.
4. **Many sheeps were drowned in the flood.**
   - (a) Many sheep were drown in the flood.
   - (b) Many sheep was drowned in the flood.
   - (c) Many sheeps were drowned in the flood.
   - (d) Many sheep were drowned in the flood.
5. **We do not eat fruits.**
   - (a) We do not eat fruits.
   - (b) We do not eating fruit.
   - (c) We do not eat fruit.
   - (d) We does not eat fruit.
6. **Measles are a contagious disease.**
   - (a) Measles is a contagious disease.
   - (b) Measles are a contagious disease.
   - (c) Measle are a contagious disease.
   - (d) Measles is a contagious diseases.
7. **Economics are very difficult subject.**
   - (a) Economics is a very difficult subjects.
   - (b) Economics are a very difficult subject.
   - (c) Economic is a very difficult subject.
   - (d) Economics is a very difficult subject.
8. **The news of his death were told by his wife.**
   - (a) The newes of his death was told by his wife.
   - (b) The news of his death was told by his wife.
   - (c) The news of his death were told by his wife.
   - (d) The news of his death was telling by his wife.

9. **Mumps are very dangerous for the children.**
   (a) Mump is very dangerous for the children.
   (b) Mump are very dangerous for the children.
   (c) Mumps is very dangerous for the children.
   (d) Mumps are very dangerous for the children.

10. **The wages of sin are hell.**
   (a) The wages of sin are hell.
   (b) The wages of sin is hell.
   (c) The wage of sin is hell.
   (d) The wages of sins is hell.

Exercise 4

1. **Politics are his chief interest.**
   (a) Politic are his chief interest.
   (b) Politics are his chief interest.
   (c) Politic are his chief interest.
   (d) Politics is his chief interest.

2. **Mathematics are taught in the first year.**
   (a) Mathematics is taught in the first year.
   (b) Mathematic is taught in the first year.
   (c) Mathematics are taught in the first year.
   (d) Mathematic are taught in the first year.

3. **He scored 95 runs in the second inning.**
   (a) He scored 95 run in the second innings.
   (b) He scored 95 runs in the second innings.
   (c) He scored 95 runs in the second inning.
   (d) He scored 95 run in the second inning.

4. **I am weak in Mathematic.**
   (a) I am weak in Mathematics.
   (b) I am weak in Mathematic.
   (c) I am weak at Mathematic.
   (d) I am weak about Mathematic.

5. **Measles have broken out in the city.**
   (a) Measle has broken out in the city.
   (b) Measle have broken out in the city.
   (c) Measles has broken out in the city.
   (d) Measles have broken out in the city.

6. **Athletic is important for young people.**
   (a) Athletics are important for young people.
   (b) Athletic is important for young people.
   (c) Athletic be important for young people.
   (d) Athletic are important for young people.

7. **Rich often takes wings and fly away.**
   (a) Rich often take wings and fly away.
   (b) Riches often takes wings and fly away.
   (c) Rich often takes wings and fly away.
   (d) Riches often take wings and fly away.

8. **Gymnastic is becoming popular these days.**
   (a) Gymnastic are become popular these days.
   (b) Gymnastics is becoming popular these days.
   (c) Gymnastics are becoming popular these days.
   (d) Gymnastic is becoming popular these days.

9. **This scissors is dull.**
   (a) This scissors is dull.
   (b) The scissors is dull.
   (c) The scissors are dull.
   (d) This scissor are dull.

10. **These glasses suits you.**
   (a) These glasses suits you.
   (b) These glass suit you.
   (c) This glasses suit you.
   (d) These glasses suit you.

Exercise 5

1. **This trouser is tight for you.**
   (a) The trousers is tight for you.
   (b) The trousers are tight for you.
   (c) The trouser are tight for you.
   (d) This trousers are tight for you.
2. **I bought a new trouser.**
   (a) I bought a new pair of trousers.
   (b) I bought a new trousers.
   (c) I bought a new trouser.
   (d) I bought new trousers.
3. **Her respectacles is precious.**
   (a) Her spectacles is precious.
   (b) Her spectacle are precious.
   (c) Her spectacles are precious.
   (d) Her spectacle is precious.
4. **Five dollars are too much for this little toy.**
   (a) Five dollars are too much for this little toy.
   (b) Five dollar is too much for this little toy.
   (c) Five dollar are too much for this little toy.
   (d) Five dollars is too much for this little toy.
5. **Fifty rupees are all the money that I have.**
   (a) Fifty rupees are all the money that I have.
   (b) Fifty rupees is all the money that I have.
   (c) Fifty rupee is all the money that I have.
   (d) Fifty rupee are all the money that I have.
6. **Dozen of people was attending the ceremony.**
   (a) Dozens of people were attending the ceremony.
   (b) Dozen of people were attending the ceremony.
   (c) Dozens of people was attending the ceremony.
   (d) Dozen of people was attending the ceremony.

7. **She bought two dozens eggs.**
   - (a) She bought two dozens eggs.
   - (b) She bought two dozen egg.
   - (c) She bought two dozen eggs.
   - (d) She bought two dozens egg.
8. **Five scores make a hundred.**
   - (a) Five scores make a hundred.
   - (b) Five score make a hundred.
   - (c) Five score makes a hundred.
   - (d) Five scores makes a hundred.
9. **He has two yokes of oxen.**
   - (a) He has two yoke of oxen.
   - (b) He has two yokes of oxen.
   - (c) He have two yoke of oxen.
   - (d) He has two yoke of ox.
10. **She gave me five ten-rupees notes.**
   - (a) She gave me five ten-rupees notes.
   - (b) She gave me a five ten-rupee notes.
   - (c) She gave me five ten-rupee notes.
   - (d) She gave me five ten-rupee note.

Exercise 6

1. **He has ten heads of cattle.**
   - (a) He have ten head of cattle.
   - (b) He has ten heads of cattle.
   - (c) He has ten head of cattles.
   - (d) He has ten head of cattle.
2. **Her weight is five stones.**
   - (a) Her weight is five stones.
   - (b) Her weight is five stone.
   - (c) Her weight are five stone.
   - (d) Her weight are five stones.

3. **I bought two pairs of shoes.**
   (a) I bought two pairs shoes.
   (b) I bought a two pair of shoes.
   (c) I bought two pairs of shoes.
   (d) I bought two pair of shoe.

4. **Three parts of this job are left for me to do.**
   (a) Three parts of this job is left for me to do.
   (b) Three parts of this job are left for me to do.
   (c) Three part of this job is left for me to do.
   (d) Three part of this job are left for me to do.

5. **Ten miles are a long distance.**
   (a) Ten miles are a long distance.
   (b) Ten miles is a long distance.
   (c) Ten miles are a long distances.
   (d) Ten mile is long distance.

6. **Many fishes are found in the river.**
   (a) Many fish are found in the river.
   (b) Many fish is found in the river.
   (c) Many fishes is found in the river.
   (d) Many fish are find in the river.

7. **The hunter killed two deers.**
   (a) The hunter killed a two deer.
   (b) The hunter killed two deer.
   (c) The hunter kill two deer.
   (d) The hunter killed two deers.

8. **Give me 50 paisas.**
   (a) Give me 50 paisas.
   (b) Give me 50s paisa.
   (c) Give me 50s paisas.
   (d) Give me 50 paisa.

9. **The jury were unanimous in their decision.**
   (a) The juries was unanimous in their decision.
   (b) The juries were unanimous in its decision.
   (c) The jury were unanimous in their decision.
   (d) The jury was unanimous in its decision.

10. **The crowd were all ear to the speech.**
   (a) The crowds were all ear to the speech.
   (b) The crowd was all ear to the speech.
   (c) The crowds was all ear to the speech.
   (d) The crowds were all ear to the speech.

Exercise 7

1. **The jury was divided in its decision.**
   (a) The juries were divided in their decision.
   (b) The juries was divided in their decision.
   (c) The jury were divided in their decision.
   (d) The jury was divided in their decision.

2. **The crowd was dispersed very soon.**
   (a) The crowds were dispersed very soon..
   (b) The crowd were dispersed very soon.
   (c) The crowds was dispersed very soon.
   (d) The crowd was dispersed very soon.

3. **The committee is divided on this matter.**
   (a) The committee is divided on this matter.
   (b) The committee are divided on this matter.
   (c) The committees are divided on this matter.
   (d) The committees is divided on this matter.

4. **A list of successful candidates were put up on the notice board.**
   (a) A list of successful candidate was put up on the notice board.
   (b) A list of successful candidates was put up on the notice board.
   (c) A list of successful candidates were put up on the notice board.
   (d) A list of successful candidate were put up on the notice board.

5. **The evidence that they submitted to the judges were convincing.**
   (a) The evidence that they submitted to the judges was convincing.
   (b) The evidences that they submitted to the judges was convincing.
   (c) The evidences that they submitted to the judges were convince.
   (d) These evidences that they submitted to the judges was convincing.
6. **My brother, with his wife and two children are coming.**
   (a) My brothers, with his wife and two children is coming.
   (b) My brother, with his wife and two children are coming.
   (c) My brothers, with his wife and two children is came.
   (d) My brother, with his wife and two children is coming.
7. **She, along with her children, have come to attend the party.**
   (a) She, along with her children, has come to attend the party.
   (b) She, along with her children, has come attend the party.
   (c) She, along with her children, have come to attend the party.
   (d) She, along with her children, have came to attend the party.
8. **He, like his brothers, are jolly fellows.**
   (a) He, as his brothers, is a jolly fellow.
   (b) He, like his brothers, have a jolly fellow.
   (c) He, like his brothers, is a jolly fellow.
   (d) He, like his brothers, are a jolly fellow.
9. **I, accompanied by my father, is leaving for America tomorrow.**
   (a) I, accompanied by my father, is leaving for America tomorrow.
   (b) I, accompanied by my father, am leaving for America tomorrow.
   (c) I, accompanied by my father, are leaving for America tomorrow.
   (d) I, accompanied by my father, is leaving for America yesterday.
10. **Either you or your brother have to accept the responsibility.**
   (a) Either you or your brother have to accept the responsibility.
   (b) Either you or your brother has to accept the responsibility.
   (c) Either you or your brothers has to accept the responsibility.
   (d) Either you or your brother has accept the responsibility.

Exercise 8

1. **Neither you nor I are misguided.**
   (a) Neither you nor I am misguided.
   (b) Neither you nor I are misguided.
   (c) Neither you or I am misguided.
   (d) Either you nor I am misguided.
2. **Either several cars or one big bus are needed to take the team.**
   (a) Either several cars or one big bus is needed to take the team.
   (b) Either several cars or one big bus are needed to take the team.
   (c) Either several cars or one big bus is need to take the team.
   (d) Either several cars or one big buses is needed to take the team.
3. **Still alive after the accident is two children.**
   (a) Still alive after the accident is two children.
   (b) Still alive after the accident are two children.
   (c) Still alive after the accident are two child.
   (d) Still alive after the accident are children.
4. **There is still five lamps unsold from the lot.**
   (a) There are still five lamps unsold from the lot.
   (b) There is still five lamps unsold from the lot.
   (c) There are still five lamp unsold from the lot.
   (d) There is still five lamps unsold from the lot.
5. **Some of the work have been done.**
   (a) Some of the works has been done.
   (b) Some of the work have been done.
   (c) Some of the work has been done.
   (d) Some of the works have been done.
6. **A number of students does not work hard.**
   (a) A number of students do not work hard.
   (b) A number of student do not work hard.
   (c) A number of students does not work hard.
   (d) A number of students do not working hard.

7. **The number of students have decreased this year.**
   (a) The number of students have decreased this year.
   (b) The number of students has decreased this year.
   (c) The numbers of students has decreased this year.
   (d) The number of student have decreased this year.

8. **Few has been selected.**
   (a) Few has been selected.
   (b) Few have been select.
   (c) Few have be selected.
   (d) Few have been selected.

9. **Both of you was absent yesterday.**
   (a) Both of you was absent yesterday.
   (b) Both of your were absent yesterday.
   (c) Both of you were absent yesterday.
   (d) Both of yours was absent yesterday.

10. **None of the boys have failed.**
   (a) None of the boys has failed.
   (b) None of the boys have failed.
   (c) None of the boy has failed.
   (d) None of the boy have failed.

Exercise 9

1. **None but the hard working deserves success.**
   (a) None but the hard work deserve success.
   (b) None but the hard working deserves success.
   (c) None but the hard working deserve success.
   (d) None but the hard workings deserve success.

2. **Many a men were killed in war.**
   (a) Many a man was kill in war.
   (b) Many a man was killed in war.
   (c) Many a men was killed in war.
   (d) Many a man were killed in war.

3. **Many was killed in the train accident.**
   (a) Many was killed in the train accident.
   (b) Many were killing in the train accident.
   (c) Many a men were killed in the train accident.
   (d) Many were killed in the train accident.

4. **The United States have a large army.**
   (a) The United States has a large armies.
   (b) The United States has a large army.
   (c) The United States have a large army.
   (d) The United State have a large army.

5. **The United Nations have nothing to help the people of Kashmir.**
   (a) The United Nations has nothing to help the people of Kashmir.
   (b) The United Nations has nothing to help the peoples of Kashmir.
   (c) The United Nation has nothing to help the people of Kashmir.
   (d) The United Nations have nothing to help the people of Kashmir.

Pronoun

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 10

1. **We, the students of this college, welcome their guest of honour.**
   (a) We, the students of this college, welcome their guest of honour.
   (b) We, the students of this college, welcome our guest of honour.
   (c) We, the students of this college, welcome my guest of honour.
   (d) We, the students of this college, welcome his guest of honour.

2. **Anni should do his duty.**
   (a) Anni should do her duty.
   (b) Anni should do their duty.
   (c) Anni should do its duty.
   (d) Anni should do hers duty.

3. **Each of the boys were given three chances.**
   (a) Each of the boys were given three chances.
   (b) Each of the boy were given three chances.
   (c) Each of the boys was given three chances.
   (d) Each of the boys was give three chances.
4. **Everyone who heard the speech were impressed by it.**
   (a) Everyone who heard the speech was impressed by it.
   (b) Everyone who heard the speech were impressed by it.
   (c) Everyone who heard the speech was impressed by them.
   (d) Everyone who hears the speech are impressed by it.
5. **Every bud, stalk, flower, and seed reveal a workmanship beyond of man.**
   (a) All bud, stalk, flower, and seed reveals a workmanship beyond of man.
   (b) Every bud, stalk, flower, and seed is reveals a workmanship beyond of man.
   (c) Every bud, stalk, flower, and seed reveal a workmanship beyond of man.
   (d) Every bud, stalk, flower, and seed reveals a workmanship beyond of man.
6. **One of these boys were present in the class.**
   (a) One of these boys were present in the class.
   (b) One of these boys was present in the class.
   (c) One of these boy was present in the class.
   (d) One of these boy were present in the class.
7. **Either of these two boys have broken the glass.**
   (a) Either of these two boys has broken the glass.
   (b) Either of these two boy has broken the glass.
   (c) Either of these two boys have broken the glass.
   (d) Either of these boys has broken the glass.
8. **Neither of these two boys have won the prize.**
   (a) Neither of these two boys is won the prize.
   (b) Neither of these two boys has won the prize.
   (c) Neither of these two boys have won the prize.
   (d) Neither of these two boy has won the prize.

9. **Everyone that see you love you.**
   (a) Everyone that sees you loves you.
   (b) Everyone that see you loves you.
   (c) Everyone that see you love you.
   (d) Everyone that sees you love you.

10. **Ahmed and Hassan is best known for their friendship.**
   (a) Ahmed and Hassan is best known for their friendship.
   (b) Ahmed and Hassan are best know for their friendship.
   (c) Ahmed and Hassan are best knowing for their friendship.
   (d) Ahmed and Hassan are best known for their friendship.

Exercise 11

1. **My brother and adviser have done their job.**
   (a) My brother and adviser has done theirs job.
   (b) My brother and adviser has done their job.
   (c) My brother and adviser has done his job.
   (d) My brother and adviser have done his job.

2. **Naeem or Taimor have not done their work.**
   (a) Naeem or Taimor has not done his work.
   (b) Naeem or Taimor have not done his work.
   (c) Naeem or Taimor has not done their work.
   (d) Naeem or Taimor has not do his work.

3. **Neither Naeem nor Taimor have paid their dues.**
   (a) Neither Naeem nor Taimor have paid his dues.
   (b) Neither Naeem nor Taimor has paid his dues.
   (c) Neither Naeem nor Taimor have paid their dues.
   (d) Neither Naeem nor Taimor has paying his dues.

4. **Either Abid or Sajid come here daily.**
   (a) Either Abid or Sajid coming here daily.
   (b) Either Abid or Sajid has came here daily.
   (c) Either Abid nor Sajid come here daily.
   (d) Either Abid or Sajid comes here daily.

5. **The leader of the students said that they wanted a better library in the college.**
   - **(a)** The leader of the students said that he wanted a better library in the college.
   - **(b)** The leader of the students said that I wanted a better library in the college.
   - **(c)** The leaders of the students said that he wanted a better library in the college.
   - **(d)** The leader of the student said that he wanted a better library in the college.
6. **In 1980, Pakistan, together with several other countries kept their hockey team from participating in the Moscow Olympics.**
   - **(a)** In 1980 Pakistan, together with several other countries kept it hockey team from participating in the Moscow Olympics.
   - **(b)** In 1980 Pakistan, together with several other countries kept their hockey team from participating in the Moscow Olympics.
   - **(c)** In 1980 Pakistan, together with several other countries kept its hockey team from participating in the Moscow Olympics.
   - **(d)** In 1980 Pakistan, together with several other country kept its hockey team from participating in the Moscow Olympics.
7. **The jury has given their verdict.**
   - **(a)** The jury has given their verdict.
   - **(b)** The jury has given its verdict.
   - **(c)** The jury have given their verdict.
   - **(d)** The juries have given its verdict.
8. **The team chooses their captain every December.**
   - **(a)** The team chooses its captain every December.
   - **(b)** The team chooses their captain every December.
   - **(c)** The team choose its captain every December.
   - **(d)** The team choose theirs captain every December.
9. **The audience shouted and stamped its feet.**
   - **(a)** The auidence shouted and stamped its feet.
   - **(b)** The auidence shouted and stamped their foot.
   - **(c)** The auidence shouted and stamped their feet.
   - **(d)** The auidence shouted and stamped theirs feet.
10. **Each of the friends paid their own bill.**
    - **(a)** Each of the friends paid his own bill.
    - **(b)** Each of the friends paid their own bill.
    - **(c)** Each of the friend paid his own bill.
    - **(d)** Each of the friend paid theirs own bill.

Exercise 12

1. **Each of these two girls have got their prize.**
   (a) Each of these two girls have got her prize.
   (b) Each of these girls has got her prize.
   (c) Each of these two girls has got her prize.
   (d) Each of these two girl has got her prize.
2. **Each one of them are at fault.**
   (a) Each one of theirs is at fault.
   (b) Each one of owns is at fault.
   (c) Each one of them are at fault.
   (d) Each one of them is at fault.
3. **Ali is one of those promising students who believes that hard work is the key to success.**
   (a) Ali is one of those promising students who is believing that hard work is the key to success.
   (b) Ali is one of those promising student who believes that hard work is the key to success.
   (c) Ali is one of those promising students who believes that hard work is the key to success.
   (d) Ali is one of those promising students who believe that hard work is the key to success.
4. **Ali is one of the outgoing students who want to start their own business.**
   (a) Ali is one of the outgoing students who want to start his own business.
   (b) Ali is one of the outgoing students who wants to start his own business.
   (c) Ali is one of the outgoing student who want to start his own business.
   (d) Ali is one of the outgoing students who wants to start theirs own business.
5. **The man is my brother who was sitting there.**
   (a) The men who was sitting there is my brother.
   (b) The man who were sitting there is my brother.
   (c) The man is my brother who was sitting there.
   (d) The man who was sitting there is my brother.

6. **I want a teacher for my son who is over sixty.**
   - **(a)** I want a teacher who is over sixty for his son.
   - **(b)** I want a teacher who are over sixty for my son.
   - **(c)** I want a teacher who is over sixty for my son.
   - **(d)** I want a teacher for my son who are over sixty.
7. **When he thrust a stick into the rat hole, it ran out and bit him.**
   - **(a)** When he thrust a stick into the rat hole, it ran out and bit him.
   - **(b)** When he thrust a stick into the rat hole, a rat run out and bit him.
   - **(c)** When he thrust a stick into the rat hole, a rat run out and bites him.
   - **(d)** When he thrust a stick into the rat hole, a rat ran out and bit him.
8. **In the first part of the novel it shows that Ali is not the main character.**
   - **(a)** The first part of the novel it shows that Ali is not the main character.
   - **(b)** The first part of the novel it shows that Ali is not the main character.
   - **(c)** The first part of the novel show that Ali is not the main character.
   - **(d)** The first part of the novels show that Ali is not the main character.
9. **If one want to get good marks, you should work hard.**
   - **(a)** If you want to get good marks, you should work hard.
   - **(b)** If one want it to get good marks, you should work hard.
   - **(c)** If one wants to get good marks, one should work hard.
   - **(d)** If once wants to get good marks, one should work hard.
10. **When a woman marries, you take on new responsibilities.**
    - **(a)** When a woman marries, you take on new responsibilities.
    - **(b)** When a woman marries, she takes on new responsibilities.
    - **(c)** When a woman marries, she take on new responsibilities.
    - **(d)** When a woman marries, she took on new responsibilities.

Exercise 13

1. **All those planning to join the institution should pay your registration fee on time.**
   - **(a)** All those planning to join the institution should pay their registration fee on time.
   - **(b)** All those planning to join the institution should pay his registration fee on time.
   - **(c)** All those planning to join the institution should pay our registration fee on time.
   - **(d)** All those planning to join the institution should pay theirs registration fee on time.

2. **Him reads good books.**
   (a) His reads good books.
   (b) He read good books.
   (c) They reads good books.
   (d) He reads good books.
3. **Them always stay cool.**
   (a) They always stay cool.
   (b) Them always stay cool.
   (c) Theirs always stay cool.
   (d) They always stays cool.
4. **My brother and me always respect our teachers.**
   (a) My brother and me always respect our teachers.
   (b) My brother and I always respects our teachers.
   (c) My brother and I always respect our teachers.
   (d) My brother and I alway respects our teachers.
5. **Myself shall help you.**
   (a) Me shall help you.
   (b) I shall help you.
   (c) Mine shall help you.
   (d) Myself shall help you.
6. **Ali teaches I.**
   (a) Ali teaches me.
   (b) Ali teache me.
   (c) Ali teaches I.
   (d) Ali teaches mine.
7. **They have helped we a lot.**
   (a) They have helped our a lot.
   (b) They have helped us a lot.
   (c) They have helped ours a lot.
   (d) They have helped me a lot.

8. **Only you and me have succeeded.**
   - (a) Only you and me have succeeded.
   - (b) Only you and mine have succeeded.
   - (c) Only you and I have succeeded.
   - (d) Only you and myself have succeeded.
9. **They divided the books between he and I.**
   - (a) They divided the books between him and me.
   - (b) They divided the books between him and I.
   - (c) They divided the books between he and I.
   - (d) They divided the books between he and me.
10. **I have taken this book from he.**
    - (a) I have taken this book from his.
    - (b) I have taken this book from he.
    - (c) I have taken this book from hers.
    - (d) I have taken this book from him.

Exercise 14

1. **These books are for you and she.**
   - (a) These books are for you and she.
   - (b) These books are for you and her.
   - (c) These books are for you and hers.
   - (d) These books are for you and I.
2. **I, he and you are good friends.**
   - (a) You, he and I are good friends.
   - (b) You, I and he are good friends.
   - (c) I, you and he are good friends.
   - (d) You, he and I am good friends.
3. **You, he and I are all cheats.**
   - (a) I, you and he are all cheats.
   - (b) You, he and I are all cheats.
   - (c) I, he and you are all cheats.
   - (d) He, I and you are all cheats.

4. **Let I help you.**
   (a) Let I help you.
   (b) Let we help you.
   (c) Let me help you.
   (d) Let me helps you.

5. **Let he go.**
   (a) Let his go.
   (b) Let he go.
   (c) Let they go.
   (d) Let him go.

6. **Let you and I play the game.**
   (a) Let you and I play the game.
   (b) Let you and me play the game.
   (c) Let you and I play the game.
   (d) Let you and mine play the game.

7. **Let you and she go to the river.**
   (a) Let you and her go to the river.
   (b) Let you and hers go to the river.
   (c) Let you and she go to the river.
   (d) Let you and her goes to the river.

8. **One should do his duty.**
   (a) One should do his duty.
   (b) One should do one's duty.
   (c) One should do once duty.
   (d) One should do their duty.

9. **One often does not know what he is to do.**
   (a) One often do not know what one is to do.
   (b) One often does not know what they is to do.
   (c) One often does not know what one is to do.
   (d) One often does not know what their is to do.

10. **The boy which came late was my friend.**
    (a) The boy as came late was my friend.
    (b) The boy who came late was my friend.
    (c) The boy which came late was my friend.
    (d) The boy whom came late was my friend.

Exercise 15

1. **This is the book who I bought yesterday.**
    (a) This is the book which I bought yesterday.
    (b) This is the book who I bought yesterday.
    (c) This is the book as I bought yesterday.
    (d) This is the book such I bought yesterday.
2. **Who do you want to see?**
    (a) Whom does you wants to see?
    (b) That do you want to see?
    (c) Whom do you want to see?
    (d) Who do you want to see?
3. **This is not such a book which I expected.**
    (a) This is not such a book which I expected.
    (b) This is not such a book like I expected.
    (c) This is not such a book who I expected.
    (d) This is not such a book as I expected.
4. **As many men who came were awarded.**
    (a) As many men whom came were awarded.
    (b) As many men as came was awarded.
    (c) As many men as came were awarded.
    (d) As many men who came were awarded.
5. **Yours is not the same book which mine (is)**
    (a) Yours is not the same book as mine (is)
    (b) Yours is not the same book which mine (is)
    (c) Your is not the same book who mine (is)
    (d) Yours is not the same book that mine (is)

6. **Ali put down his book and picked up the one of Ahmed.**
   (a) Ali put down his book and picked up one of the Ahmed.
   (b) Ali put down his book and picked up Ahmed's.
   (c) Ali put down his book and picks up Ahmed's.
   (d) Ali put down his book and picked up Ahmed.
7. **The position of a grandparent is easier than a parent.**
   (a) The position of a grandparent is easier than that of a parent.
   (b) The position of a grandparent is easier than of a parent.
   (c) The position of a grandparent is easier than those of a parent.
   (d) The position of a grandparent is easier than that a parent.
8. **The climate of Multan is hotter than Lahore.**
   (a) The climate of Multan is hotter than that Lahore.
   (b) The climate of Multan is hotter than those of Lahore.
   (c) The climate of Multan is hotter than of Lahore.
   (d) The climate of Multan is hotter than that of Lahore.
9. **I do not like you going to the cinema. (gerund)**
   (a) I do not like you going to the cinema.
   (b) I do not like your going to the cinema.
   (c) I do not like you go to the cinema.
   (d) I do not like yours going to the cinema.
10. **I saw their going to the cinema.**
   (a) I saw their going to the cinema.
   (b) I saw theirs going to the cinema.
   (c) I saw them going to the cinema.
   (d) I saw those going to the cinema.

Verb

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 16

1. **I shall return back at 5 O' clock.**
   (a) I shall return at 5 O' clock.
   (b) I shall return back at 5 O' clock.
   (c) I shall return 5 O' clock.
   (d) I shall be return at 5 O' clock.
2. **He does not know swimming.**
   (a) He does not know how swim.
   (b) He does not know swim.
   (c) He does not know how to swim.
   (d) He does not know to swim.
3. **I have hanged my coat on the peg.**
   (a) I am hung my coat on the peg.
   (b) I have hanged my coat on the peg.
   (c) I have hung my coat the peg.
   (d) I have hung my coat on the peg.
4. **The murderer must be hung.**
   (a) The murderer must be hung.
   (b) The murderer must be hanged.
   (c) The murderer must hanged.
   (d) The murderer must be hang.
5. **He has born many hardships.**
   (a) He has born many hardships.
   (b) He has borne much hardships.
   (c) He are borne many hardships.
   (d) He has borne many hardships.

6. **A son was borne to her.**
   (a) A son was borne to her.
   (b) A son was born to her.
   (c) A son was born her.
   (d) A son was born to hers.

7. **His father punished him because he had lain.**
   (a) His father punished him because he had lain.
   (b) His father punished him because he had layed.
   (c) His father punished him because he had lied.
   (d) His father punished him because he had lie.

8. **He laid on bed and was soon asleep.**
   (a) He lay on bed and was soon asleep.
   (b) He lain on bed and was soon asleep.
   (c) He layed on bed and was soon asleep.
   (d) He lyed on bed and was soon asleep.

9. **This hen lies an egg daily.**
   (a) This hen lay an egg daily.
   (b) This hen lays an egg daily.
   (c) This hen lies an egg daily.
   (d) This hen layed an egg daily.

10. **Babar floated in all the rivers of India.**
   (a) Babar floated in all the rivers of India.
   (b) Babar swum in all the rivers of India.
   (c) Babar swam in all the rivers of India.
   (d) Babar swam in all the river of India.

Exercise 17

1. **I saw a log swimming in the canal.**
   (a) I saw a log floating in the canal.
   (b) I saw a log swimming in the canal.
   (c) I saw a log float in the canal.
   (d) I saw log floating in the canal.

2. **A boy sank in the canal yesterday.**
   - **(a)** A boy was drowning in the canal yesterday.
   - **(b)** A boy was drowned in the canal yesterday.
   - **(c)** A boy was sank in the canal yesterday.
   - **(d)** A boy was sanking in the canal yesterday.
3. **A ship was drowned in the sea.**
   - **(a)** A ship drowned in the sea.
   - **(b)** A ship was drawing in the sea.
   - **(c)** A ship sunk in the sea.
   - **(d)** A ship sank in the sea.
4. **We enjoyed in Murree.**
   - **(a)** We enjoyed ourselves in Murree.
   - **(b)** We enjoying in Murree.
   - **(c)** We enjoyed in Murree.
   - **(d)** We enjoyed our self in Murree.
5. **You should avail this chance.**
   - **(a)** You should avail of this chance.
   - **(b)** You should avail yourself of this chance.
   - **(c)** You should avail of this chance.
   - **(d)** You should avail self of this chance.
6. **She resembles with her mother.**
   - **(a)** She resembles with her mother.
   - **(b)** She resembles like her mother.
   - **(c)** She resembles as her mother.
   - **(d)** She resembles her mother.
7. **India attacked on Pakistan.**
   - **(a)** India attacked on Pakistan.
   - **(b)** India attacked Pakistan.
   - **(c)** India attacked to Pakistan.
   - **(d)** India attacked upon Pakistan.

8. **They returned to home.**
   (a) They returned home.
   (b) They returning home.
   (c) They returned back home.
   (d) They returned to home.
9. **You will soon come ask for help.**
   (a) You will soon come asking help.
   (b) You will soon come to asking for help.
   (c) You will soon come ask for help.
   (d) You will soon come asking for help.
10. **They went to swim yesterday.**
   (a) They went swimming yesterday.
   (b) They went swim yesterday.
   (c) They went swimming today.
   (d) They went swam yesterday.

Exercise 18

1. **He heard the car come.**
   (a) He heard the car come.
   (b) He heard the car to coming.
   (c) He heard the car coming.
   (d) He heard to the car coming.
2. **She saw her son run away.**
   (a) She saw her son run away.
   (b) She saw her son running away.
   (c) She saw her son to running away.
   (d) She saw her son ran away.
3. **You had better to go home now.**
   (a) You had better go home now.
   (b) You had better go to home now.
   (c) You had better gone home now.
   (d) You had better went home now.

4. **It is very difficult convincing her.**
   - (a) It is very difficult convince her.
   - (b) It is very difficult to convince her.
   - (c) It is very difficult convincing her.
   - (d) It is very difficult to convince to her.
5. **I am disgusted finding you wasting time.**
   - (a) I am disgusted finding you wasting time.
   - (b) I am disgusted to find you wasting time.
   - (c) I am disgusted find you wasting time.
   - (d) I am disgusted to found you wasting time.
6. **It is impossible persuading Naeem.**
   - (a) It is impossible to persuade Naeem.
   - (b) It is impossible to persuading Naeem.
   - (c) It is impossible persuading Naeem.
   - (d) It is impossible persuade Naeem.
7. **It is easy going there.**
   - (a) It is easy going there.
   - (b) It is easy go there.
   - (c) It is easy to go there.
   - (d) It is easy to going there.
8. **It is useless appealing for mercy.**
   - (a) It is useless to appealed for mercy.
   - (b) It is useless to appealing for mercy.
   - (c) It is useless appeal for mercy.
   - (d) It is useless to appeal for mercy.
9. **If I am you, I would study harder.**
   - (a) If I were you, I would study harder.
   - (b) If I am you, I would study harder.
   - (c) If I was you, I would study harder.
   - (d) If I being you, I would study harder.

10. I wish I will go there.
- (a) I wish I would go there.
- (b) I wish I would go there.
- (c) I wish I would go there.
- (d) I wish I would go there.

Exercise 19

1. I have received this letter yesterday.
- (a) I have received this letter yesterday.
- (b) I received this letter yesterday.
- (c) I received this letter today.
- (d) I receive this letter yesterday.

2. He has finish this novel last night.
- (a) He finished this novel last night.
- (b) He finish this novel last night.
- (c) He finished this novel last night.
- (d) He finishes this novel last night.

3. He is a best student.
- (a) He is a good student.
- (b) He is a best student.
- (c) He is a better student.
- (d) He is a well student.

4. It is a worse film.
- (a) It is a worse film.
- (b) It is a worset film.
- (c) It is a bad film.
- (d) It is bad film.

5. He is tall than I.
- (a) He is tall than I.
- (b) He is taller than me.
- (c) He is tallest than I.
- (d) He is taller than I.

6. **I am most intelligent than you.**
   (a) I am most intelligent than you.
   (b) I am more intelligent than you.
   (c) I am more intelligenter than you.
   (d) I am more intelligentist than you.
7. **He is cleverer from me.**
   (a) He is cleverer than I.
   (b) He is cleverer than me.
   (c) He is clever than I.
   (d) He is the cleverer than I.
8. **Of all the students, Ahmad is the better.**
   (a) Of all the students, Ahmad is the better.
   (b) Of all the students, Ahmad is best.
   (c) Of all the students, Ahmad is the best.
   (d) Of all the students, Ahmad is better.
9. **He is senior than I.**
   (a) He is senior the me.
   (b) He is senior than I am.
   (c) He is senior to I.
   (d) He is senior to me.
10. **I am junior to he.**
   (a) I am junior than him.
   (b) I am junior to him.
   (c) I am junior to be.
   (d) I am junior than he.

Exercise 20

1. **No less than fifty boys were present in the class.**
   (a) No fewer than fifty boys were present in the class.
   (b) No lesser than fifty boys were present in the class.
   (c) No less than fifty boys were present in the class.
   (d) No little than fifty boys were present in the class.

2. **There is a few milk in the jug.**
   (a) There is a few milk in the jug.
   (b) There is a fewer milk in the jug.
   (c) There is a little milk in the jug.
   (d) There is little milk in the jug.
3. **I can buy nothing because I have a little money with me.**
   (a) I can buy nothing because I have little money with me.
   (b) I can buy nothing because I have a little money with me.
   (c) I can buy nothing because I have the little money with me.
   (d) I can buy nothing because I have few money with me.
4. **Little knowledge is a dangerous thing.**
   (a) Little knowledge is a dangerous thing.
   (b) The little knowledge is a dangerous thing.
   (c) A little knowledge is a dangerous thing.
   (d) A few knowledge is a dangerous thing.
5. **I have spent a little money I had.**
   (a) I have spent a little money I had.
   (b) I have spent the few money I had.
   (c) I have spent the fewer money I had.
   (d) I have spent the little money I had.
6. **My older brother is a doctor.**
   (a) My older brother is a doctor.
   (b) My elder brother is a doctor.
   (c) My old brother is a doctor.
   (d) My eld brother is a doctor.
7. **This boy is elder than I.**
   (a) This boy is older than I.
   (b) This boy is elder than I.
   (c) This boy is older than me.
   (d) This boy is the older than I.

8. The book is lost which I bought yesterday.

(a) The book who I bought yesterday is lost.

(b) The book which I buy yesterday is lost.

(c) The book which I bought yesterday is lost.

(d) The book is lost which I bought yesterday.

9. All is not gold that glitters.

(a) All that glitters is not gold.

(b) All is not gold that glitters.

(c) All that glitter is not gold.

(d) All that glitters is not golden.

10. The Holy Quran is a worth reading book.

(a) The Holy Quran is a book worth reading.

(b) The Holy Quran is a reading book worth.

(c) The Holy Quran is a worth book reading.

(d) The Holy Quran is a worth reading book.

Exercise 21

1. He is the more cleverer of these two boys.

(a) He is more cleverer of these two boys.

(b) He is cleverer of these two boys.

(c) He is clever of these two boys.

(d) He is cleverest of these two boys.

2. The mango tastes sweetly.

(a) The mango are tasting sweet.

(b) The mango tastes sweetly.

(c) The mango tastes sweet.

(d) The mango tastes sweeted.

3. It is much fine today.

(a) It is very fine today.

(b) It is much fine today.

(c) It is a very fine today.

(d) It is more fine today.

4. **She reached prior than me.**
   (a) She reached prior than me.
   (b) She reached prior to me.
   (c) She reached prior with me.
   (d) She reached prior back me.
5. **This is a most beautiful scene.**
   (a) This is most beautiful scene.
   (b) This is the more beautiful scene.
   (c) This is the most beautiful scene.
   (d) This is the most beautifulest scene.
6. **She is very tired to attend to any work.**
   (a) She is very tired to attend to any work.
   (b) She is too tired to attend to any work.
   (c) She is too tired to attending to any work.
   (d) She is too tired to attended to any work.
7. **We must help the poors.**
   (a) We must help the poors.
   (b) We must help poor.
   (c) We must help the poor.
   (d) We must helped the poor.
8. **My uncle left by the latest train.**
   (a) My uncle left by the lastest train.
   (b) My uncle left by the last train.
   (c) My uncle left by the laster train.
   (d) My uncle left by the last train.
9. **What is the last news about the match?**
   (a) What is the latest news about the match?
   (b) What is the last news about the match?
   (c) What is the later news about the match?
   (d) What is the latest new about the match?

10. The two first students were given prizes.

(a) The two first students were given prizes.
(b) The first two student were given prizes.
(c) The first two students was given prizes.
(d) The first two students were given prizes.

11. Of the two pencils this is the shortest.

(a) Of the two pencils this is the shorter.
(b) Of the two pencils this is the shortest.
(c) Of the two pencil this is the shorter.
(d) Of the two pencils this are the shorter.

Adverb

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 22

1. I am very pleased.

(a) I am very pleased.
(b) I am most pleased.
(c) I am more pleased.
(d) I am much pleased.

2. She was very surprized at hearing the news.

(a) She was very surprized at hearing the news.
(b) She was much surprized at hearing the news.
(c) She was most surprized at hearing the news.
(d) She was more surprized at hearing the news.

3. This book is much interesting.

(a) This book is very interesting.
(b) This book is much interesting.
(c) This book is more interesting.
(d) This book is most interesting.

4. **His health has been too good.**
    (a) His health has been very good
    (b) His health has been too good.
    (c) His health has been much good.
    (d) His health has been very better.
5. **Sugar is too sweet.**
    (a) Sugar is most sweet.
    (b) Sugar is too sweet.
    (c) Sugar is very sweet.
    (d) Sugar is more sweet.
6. **I am too happy to see you.**
    (a) I am most happy to see you.
    (b) I am more happy to see you.
    (c) I am too happy to see you.
    (d) I am very happy to see you.

Prepositions

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 23

1. **We are waiting for you since morning.**
    (a) We are waiting for you since morning.
    (b) We have been waiting for you for morning.
    (c) We wait for you since morning.
    (d) We have been waiting for you since morning.
2. **I reached at the station in time.**
    (a) I reached upon the station in time.
    (b) I reached the station in time.
    (c) I reached on the station in time.
    (d) I reached at the station in time.

3. **I love to my students.**
   - **(a)** I love my students.
   - **(b)** I love to my students.
   - **(c)** I love for my students.
   - **(d)** I love with my students.
4. **I shall request to the principal for free-concession.**
   - **(a)** I shall request to the principal for fee-concession.
   - **(b)** I shall request with the principal for fee-concession.
   - **(c)** I shall request the principal for fee-concession.
   - **(d)** I shall request off the principal for fee-concession.
5. **He married to a working lady.**
   - **(a)** He married to a working lady.
   - **(b)** He married with a working lady.
   - **(c)** He married a working lady.
   - **(d)** He married to a working lady.
6. **She was married a doctor.**
   - **(a)** She was married with a doctor.
   - **(b)** She was marrying to a doctor.
   - **(c)** She was married for a doctor.
   - **(d)** She was married to a doctor.
7. **He was accused for theft.**
   - **(a)** He was accused off theft.
   - **(b)** He was accused for theft.
   - **(c)** He was accused of theft.
   - **(d)** He was accused with theft.
8. **My brother attended to me during my illness.**
   - **(a)** My brother attended to me during my illness.
   - **(b)** My brother attended on me during my illness.
   - **(c)** My brother attended for me during my illness.
   - **(d)** My brother attended in me during my illness.

9. **Are you engaged to your studies?**
   (a) Are you engaged from your studies.
   (b) Are you engaged with your studies.
   (c) Are you engaged to your studies.
   (d) Are you engaged in your studies.

10. **He is good in English.**
   (a) He is good at English.
   (b) He is good in English.
   (c) He is good for English.
   (d) He is good with English.

Exercise 24

1. **He is blind from in one eye.**
   (a) He is blind with / in one eye.
   (b) He is blind for / in one eye.
   (c) He is blind off / in one eye.
   (d) He is blind of / in one eye.

2. **The patient was operated.**
   (a) The patient was operated upon.
   (b) The patient was operated.
   (c) The patient was operated to.
   (d) The patient was operated in.

3. **God is kind on us.**
   (a) God is kind on us.
   (b) God is kind with us.
   (c) God is kind to us.
   (d) God is kind for us.

4. **He came here with a view to meet you.**
   (a) He came here with a view to meet you.
   (b) He came here with a view to meeting you.
   (c) He came here with a view to met you.
   (d) He came here with a view for meeting you.

5. **I am looking forward to hear from you.**
   (a) I am looking forward to hearing from you.
   (b) I am looking forward to hear from you.
   (c) I am looking forward for hearing from you.
   (d) I am looking forward to heard from you.

6. **He came to see me on last Sunday.**
   (a) He came to see me on last Sunday.
   (b) He came to see me last Sunday.
   (c) He came to see me upon last Sunday.
   (d) He came to see me in last Sunday.

7. **She is ill from fever.**
   (a) She is ill with fever.
   (b) She is ill from fever.
   (c) She is ill in fever.
   (d) She is ill within fever.

8. **I met a mad dog in the way.**
   (a) I met a mad dog in the way.
   (b) I met a mad dog from the way.
   (c) I met a mad dog around the way.
   (d) I met a mad dog on the way.

9. **Did you sign on the cheque?**
   (a) Did you sign on the cheque?
   (b) Did you sign the cheque?
   (c) Did you sign in the cheque?
   (d) Did you sign to the cheque?

10. **I congratulate you for your success in the examination.**
   (a) I congratulate you for your success in the examination.
   (b) I congratulate you with your success in the examination.
   (c) I congratulate you on your success in the examination.
   (d) I congratulate you in your success in the examination.

Exercise 25

1. **It is time to rest.**
   (a) It is time to rest.
   (b) It is time of rest.
   (c) It is time from rest.
   (d) It is time for rest.

2. **Monkeys live on trees.**
   (a) Monkeys live on trees.
   (b) Monkeys live off trees.
   (c) Monkeys live upon trees.
   (d) Monkeys live in trees.

3. **He picked up a quarrel with me.**
   (a) He picked to a quarrel with me.
   (b) He picked off a quarrel with me.
   (c) He picked a quarrel with me.
   (d) He picked of a quarrel with me.

4. **I am confident to getting the first position.**
   (a) I am confident with getting the first position.
   (b) I am confident for getting the first position.
   (c) I am confident to getting the first position.
   (d) I am confident of getting the first position.

5. **We passed in the examination.**
   (a) We passed the examination.
   (b) We passed in the examination.
   (c) We passed on the examination.
   (d) We passed with the examination.

6. **He insisted to go to Lahore.**
   (a) He insisted to go to Lahore.
   (b) He insisted on go to Lahore.
   (c) He insisted on going to Lahore.
   (d) He insisted going to Lahore.

7. **The pen is to write.**
    (a) The pen is to write.
    (b) The pen is to write for.
    (c) The pen is to write with.
    (d) The pen is to write in.
8. **She writes with red ink.**
    (a) She writes red ink.
    (b) She writes in red ink.
    (c) She writes with red ink.
    (d) She writes over red ink.
9. **He is angry on me.**
    (a) He is angry with me.
    (b) He is angry on me.
    (c) He is angry for me.
    (d) He is angry from me.
10. **He died with cholera.**
    (a) He died with cholera.
    (b) He died off cholera.
    (c) He died from cholera.
    (d) He died of cholera.

Exercise 26

1. **The doctor has resigned from his post.**
    (a) The doctor has resigned off his post.
    (b) The doctor has resigned from his post.
    (c) The doctor has resigned his post.
    (d) The doctor has resigned on his post.
2. **He mistook me as his friend.**
    (a) He mistook me for his friend.
    (b) He mistook me like his friend.
    (c) He mistook me as his friend.
    (d) He mistook me such as his friend.

3. **What is the time on your watch?**
   - (a) What is the time from your watch?
   - (b) What is the time on your watch?
   - (c) What is the time by your watch?
   - (d) What is the time with your watch?
4. **No Pakistani is in the committee.**
   - (a) No Pakistani is on the committee.
   - (b) No Pakistani is in the committee.
   - (c) No Pakistani is by the committee.
   - (d) No Pakistani is about the committee.
5. **He is like a brother for me.**
   - (a) He is like a brother from me.
   - (b) He is like a brother to me.
   - (c) He is like a brother for me.
   - (d) He is like a brother with me.
6. **Write it on the margin of your book.**
   - (a) Write it on the margin of your book.
   - (b) Write it off the margin of your book.
   - (c) Write it with the margin of your book.
   - (d) Write it in the margin of your book.
7. **I regret at the delay.**
   - (a) I regret at the delay.
   - (b) I regret the delay.
   - (c) I regret on the delay.
   - (d) I regret upon the delay.
8. **I have known him since a long time.**
   - (a) I have known him for a long time.
   - (b) I have known him since a long time.
   - (c) I have known him from a long time.
   - (d) I have known him ever since a long time.

9. **He spoke with me by Urdu.**
   (a) He spoke off me in Urdu.
   (b) He spoke to me in Urdu.
   (c) He spoke with me in Urdu.
   (d) He spoke on me in Urdu.

10. **The work should not be done with haste.**
    (a) The work should not be done with haste.
    (b) The work should not be done to haste.
    (c) The work should not be done in haste.
    (d) The work should not be done from haste.

11. **He is afraid from the dog.**
    (a) He is afraid of the dog.
    (b) He is afraid from the dog.
    (c) He is afraid with the dog.
    (d) He is afraid like the dog.

12. **The house was destroyed with fire.**
    (a) The house was destroyed with fire.
    (b) The house was destroyed from fire.
    (c) The house was destroyed on fire.
    (d) The house was destroyed by fire.

Conjunctions

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 27

1. **No sooner we had come out of the college when it started raining.**
   (a) No sooner had we come out of the college when it started raining.
   (b) No sooner had we come out of the college than it started raining.
   (c) No sooner had we come out of the college then it started raining.
   (d) No sooner had we come out of the college while it started raining.

2. **Scarcely we reached the airport than the plane took off.**
   (a) Scarcely did we reach the airport as the plane took off.
   (b) Scarcely did we reach the airport when the plane took off.
   (c) Scarcely did we reach the airport then the plane took off.
   (d) Scarcely did we reach the airport than the plane took off.
3. **Hardly we reach the college then the bell rings.**
   (a) Hardly do we reach the college when the bell rings.
   (b) Hardly we reach the college then the bell rings.
   (c) Hardly do we reach the college when the bell rings.
   (d) Hardly do we reach the college as the bell rings.
4. **Take pain in your studies.**
   (a) Take pain in your studies.
   (b) Take pains in your study.
   (c) Take pains in your studies.
   (d) Take pain in your study.
5. **This is the English department.**
   (a) This is the English Department.
   (b) This is the Department for English.
   (c) This is the Department of English.
   (d) This is English Department of.
6. **Mr. Masood is a lecturer of English.**
   (a) Mr. Masood is a lecturer of English.
   (b) Mr. Masood is a lecturer for English.
   (c) Mr. Masood is a lecturer in the English.
   (d) Mr. Masood is a lecturer in English.
7. **All our family members have gone to Murree.**
   (a) All our family members have gone to Murree.
   (b) All member of our family have gone to Murree.
   (c) All members of our family have gone to Murree.
   (d) All members of our family has gone to Murree.

8. **Mr. Siddique is the professor in Urdu.**
   - **(a)** Mr. Siddique is the professor in Urdu.
   - **(b)** Mr. Siddique is the professor of Urdu.
   - **(c)** Mr. Siddique is the professor with Urdu.
   - **(d)** Mr. Siddique is the professor of the Urdu.
9. **You cannot pass unless don't work hard.**
   - **(a)** You cannot pass unless you work hardly.
   - **(b)** You cannot pass unless you work hard.
   - **(c)** You cannot pass unless you never work hard.
   - **(d)** You cannot pass unless you don't work hard.
10. **My friend told me that he is in the 2^{nd} year.**
    - **(a)** My friend told me that he was in the 2^{nd} year.
    - **(b)** My friend told me that he is in the 2^{nd} year.
    - **(c)** My friend told me that he were in the 2^{nd} year.
    - **(d)** My friend told me that he will be in the 2^{nd} year.

Exercise 28

1. **The teacher told us that the earth revolved around the sun.**
   - **(a)** The teacher told us that the earth revolved around the sun.
   - **(b)** The teacher told us that the earth revolve around the sun.
   - **(c)** The teacher told us that the earth's revolving around the sun.
   - **(d)** The teacher told us that the earth revolves around the sun.
2. **I have done my F.A two years ago.**
   - **(a)** I have done my F.A two years ago.
   - **(b)** I has do my F.A two years ago.
   - **(c)** I did my F.A two years ago.
   - **(d)** I do my F.A two years ago.
3. **You will succeed if you will work hard.**
   - **(a)** You will succeed if you will work hard.
   - **(b)** You will succeed if you worked hard.
   - **(c)** You will succeed if you would work hard.
   - **(d)** You will succeed if you work hard.

4. **If you had worked hard, you had passed.**
   (a) If you had worked hard, you had passed.
   (b) If you had worked hard, you would have passed.
   (c) If you had worked hard, you will passed.
   (d) If you had worked hard, you passed.
5. **If he comes, he would have dinner with us.**
   (a) If he comes, he will have dinner with us.
   (b) If he comes, he would have dinner with us.
   (c) If he comes, he will have had dinner with us.
   (d) If he comes, he had dinner with us.
6. **Although he is poor, but he is honest.**
   (a) Although he is poor, but he is honest.
   (b) Although he is poor, so he is honest.
   (c) Although he is poor, he is honest.
   (d) Although he is poor, yet he is honest.
7. **She cried as if she was mad.**
   (a) She cried as if she were mad.
   (b) She cried as if she had been mad.
   (c) She cried as if she is mad.
   (d) She cried as if she be mad.
8. **When you say so, I must believe it.**
   (a) Since you say so, I must believed it.
   (b) When you say so, I must believe it.
   (c) Since you say so, I must believe it.
   (d) As you say so, I must believe it.
9. **She will not come except you call her.**
   (a) She will not come except you call her.
   (b) She will not come unless you call her.
   (c) She will not come since you call her.
   (d) She will not came unless you call her.

10. **He both won a medal and a scholarship.**
    (a) He won both a medal and a scholarship.
    (b) He both won a medal and a scholarship.
    (c) He won both an medal and a scholarship.
    (d) He won both medal and scholarship.

Exercise 29

1. **Both Aslam as well as Shahid are happy.**
    (a) Both Aslam and Shahid to happy.
    (b) Both Aslam as well as and Shahid are happy.
    (c) Both Aslam and Shahid are happy.
    (d) Both Aslam, Shahid are happy.
2. **Not only he abused me but also beat me.**
    (a) He not only abused me but also beat me.
    (b) Not only he abused me but also beat me.
    (c) He not only abused me but to beat me.
    (d) He not only abused me but also beat me.
3. **Walk with care lest you should not fall down.**
    (a) Walk with care lest you should fall down.
    (b) Walk with care lest you should not fall down.
    (c) Walk with care lest you fall down.
    (d) Walk with care lest you can fall down.
4. **I like such books which are interesting.**
    (a) I like such books which are interesting.
    (b) I like such books that are interesting.
    (c) I like such books as are interesting.
    (d) I like such books who are interesting.
5. **I asked her that whether she was ill.**
    (a) I asked her that whether she was ill.
    (b) I asked her whether she was ill.
    (c) I asked her that she was ill.
    (d) I asked her weather she was ill.

6. **He is no other man but Shahid.**
   - **(a)** He is no other man than Shahid.
   - **(b)** He is no other man but Shahid.
   - **(c)** He is no other man then Shahid.
   - **(d)** He is no other man to Shahid.

7. **I am so tired as you are.**
   - **(a)** I am so tired as you are.
   - **(b)** I am as tired like you are.
   - **(c)** I am as tired you are.
   - **(d)** I am as tired as you are.

8. **I wrote with the same pen which you did.**
   - **(a)** I wrote with the same pen like you did.
   - **(b)** I wrote with the same pen as you did.
   - **(c)** I wrote with the same pen while you did.
   - **(d)** I wrote with the same pen when you did.

9. **I waited since the train arrived.**
   - **(a)** I waited since the train arrived.
   - **(b)** I waited till the train arrived.
   - **(c)** I waited when the train arrived.
   - **(d)** I waited unless the train arrived.

10. **He was happy behind he had done it.**
    - **(a)** He was happy because he had done it.
    - **(b)** He was happy behind he had done it.
    - **(c)** He was happy besides he had done it.
    - **(d)** He was happy before he had done it.

Article

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

Exercise 30

1. **Cow is grazing in the fields.**
   - **(a)** Cow is grazing in the fields.
   - **(b)** An cow is grazing in the fields.
   - **(c)** A cow is grazing in the fields.
   - **(d)** A cow are grazing in the fields.
2. **This is umbrella.**
   - **(a)** This is a umbrella.
   - **(b)** This is an umbrella.
   - **(c)** This is umbrella.
   - **(d)** This is an umbrellas.
3. **His father is honourable man.**
   - **(a)** His father is an honourable man.
   - **(b)** His father is honourable man.
   - **(c)** His father is a honourable man.
   - **(d)** His father is the honourable man.
4. **Iqbal was a poet and a philosopher.**
   - **(a)** Iqbal was a poet a philosopher.
   - **(b)** Iqbal was a poet an philosopher.
   - **(c)** Iqbal was a poet and philosopher.
   - **(d)** Iqbal was a poet philosopher.
5. **Ravi flows in Lahore.**
   - **(a)** Ravi flows in Lahore.
   - **(b)** A Ravi flows in Lahore.
   - **(c)** An Ravi flows in Lahore.
   - **(d)** The Ravi flows in Lahore.

6. **Karachi is situated near Arabian Sea.**
   (a) Karachi is situated near Arabian Sea.
   (b) Karachi is situated near the Arabian Sea.
   (c) Karachi is situated near an Arabian Sea.
   (d) Karachi is situated near a Arabian Sea.
7. **Muslims read Holy Quran.**
   (a) The Muslims read the Holy Quran.
   (b) The Muslims read Holy Quran.
   (c) The Muslims read a Holy Quran.
   (d) The Muslims read an Holy Quran.
8. **The China is a developed country.**
   (a) The China is a developed country.
   (b) A China is a developed country.
   (c) China is a developed country.
   (d) An China is a developed country.
9. **U.S.A. is a rich country.**
   (a) The U.S.A. is a rich country.
   (b) U.S.A. is a rich country.
   (c) A U.S.A. is a rich country.
   (d) An U.S.A. is a rich country.
10. **The English is a very difficult language.**
   (a) The English is a very difficult language.
   (b) English is a very difficult language.
   (c) An English is a very difficult language.
   (d) A English is a very difficult language.

Exercise 31

1. **Gold Arabia is better than gold of America.**
   (a) The gold Arabia is better than the gold America.
   (b) The gold of Arabia is better than the gold America.
   (c) The gold of Arabia is better than the gold of America.
   (d) The gold Arabia is better than the gold of America.

2. **The wisdom is a gift of God.**
   (a) The Wisdom is a gift of God.
   (b) A Wisdom is a gift of God.
   (c) Wisdom are a gift of God.
   (d) Wisdom is a gift of God.

3. **Wisdom of Soloman is a proverb.**
   (a) The wisdom of Soloman is a proverbs.
   (b) Wisdom of Soloman is a proverb.
   (c) The wisdom of Soloman is a proverb.
   (d) The wisdom of Soloman are a proverb.

4. **Higher we go, cooler it is.**
   (a) Higher we go, the cooler it is.
   (b) Higher we go, cooler it is.
   (c) The high we go, the cool it is.
   (d) The higher we go, the cooler it is.

5. **The cancer is a dangerous disease.**
   (a) The cancer is a dangerous disease.
   (b) Cancers is a dangerous disease.
   (c) Cancer is a dangerous disease.
   (d) Cancer is dangerous disease.

6. **The man is mortal.**
   (a) The man is mortal.
   (b) Man are mortal.
   (c) A man is mortal.
   (d) Man is mortal.

7. **He is a M.N.A.**
   (a) He is a M.N.A.
   (b) He is M.N.A.
   (c) He is an M.N.A.
   (d) He is the M.N.A.

8. Do not make noise.

(a) Do not make a noise.

(b) Do not make noise.

(c) Do not makes a noise.

(d) Do not make a noises.

9. Nation is a popular newspaper.

(a) Nation is a popular newspaper.

(b) The Nation are a popular newspaper.

(c) The Nation is popular newspaper.

(d) The Nation is a popular newspaper.

10. Himalayas are the highest mountains in the world.

(a) Himalayas are the highest mountains in the world.

(b) The Himalayas is the highest mountains in the world.

(c) The Himalayas are the high mountains in the world.

(d) The Himalayas are the highest mountains in the world.

Exercise 32

1. Punjab has a University of Agriculture.

(a) The Punjab has University of Agriculture.

(b) The Punjab have a University of Agriculture.

(c) Punjab has a University of Agriculture.

(d) The Punjab has a University of Agriculture.

2. The house caught the fire.

(a) The house caught the fire.

(b) The house caught a fire.

(c) The house caught fire.

(d) The house caught fires.

3. The beauty is short lived.

(a) Beauty is short lived.

(b) The beauty is short lived.

(c) Beauties is short lived.

(d) Beauty is short live.

4. **You were in wrong.**
   (a) You were in wrong.
   (b) You were in the wrong.
   (c) You were in the wrongs.
   (d) You were the wrong.
5. **The English is the language of the English.**
   (a) The English is the language of the English.
   (b) English is the language of the English.
   (c) English is the language of English.
   (d) The English is the language of English.
6. **She has got headache.**
   (a) She has got headache.
   (b) She has got an headache.
   (c) She has got the headache.
   (d) She has got a headache.
7. **Muslims are a brave people.**
   (a) The Muslims are a brave people.
   (b) Muslims are a brave people.
   (c) The Muslims is a brave people.
   (d) The Muslims are brave people.
8. **I have never seen a such good picture.**
   (a) I have never seen such good picture.
   (b) I have never seen such a good picture.
   (c) I have never seen such a good pictures.
   (d) I have never see such a good picture.
9. **This is a man who helped us.**
   (a) This is the man who helped us.
   (b) This is a man who helped us.
   (c) This is man who helped us.
   (d) This is the man which helped us.
10. **The cotton is grown in Pakistan.**
   (a) The cotton is grown in Pakistan.
   (b) Cotton is grow in Pakistan.
   (c) Cotton is grown Pakistan.
   (d) Cotton is grown in Pakistan.

Exercise 33

1. **There is no place in this compartment.**
   (a) There is no place in this compartment.
   (b) There is no room in this compartment.
   (c) There is no rooms in this compartment.
   (d) There are no rooms in this compartment.
2. **After they had completed their job, then I asked them to go.**
   (a) After they had completed their job, then I asked them to go.
   (b) After they had completed their job, when I asked them to go.
   (c) After they had completed their job, so I asked them to go.
   (d) After they had completed their job, I asked them to go.
3. **Since you are late, so you are fired.**
   (a) Since you are late, so you are fired.
   (b) Since you are late, you are fired.
   (c) Since you are late, also you are fired.
   (d) Since you are late, as you are fired.
4. **He cannot play cricket nor hockey.**
   (a) He cannot play cricket or hockey.
   (b) He cannot play cricket nor hockey.
   (c) He cannot play cricket neither hockey.
   (d) He cannot play cricket either hockey.
5. **In spite my request, he refused to come.**
   (a) In spite to my request, he refused to come.
   (b) In spite my request, he refused to come.
   (c) In spite with my request, he refused to come.
   (d) In spite of my request, he refused to come.
6. **Despite of my request, he refused to come.**
   (a) Despite of my request, he refused to come.
   (b) Despite my request, he refused to come.
   (c) Despite to my request, he refused to come.
   (d) Despite with my request, he refused to come.

Miscellaneous Exercise

Four Options (a), (b), (c), (d), are given at the end of every sentence. Only one of them is correct. You are required to tick the right choice.

1. **Programme is attached for your information.**
   - **(a)** Programme is attached for your information.
   - **(b)** The Programme is attached for your information.
   - **(c)** The Programme is attached for your informations.
   - **(d)** The Programme is attached for you information.
2. **The men do like they please.**
   - **(a)** The men do as they please.
   - **(b)** The man do as they please.
   - **(c)** The men do as he please.
   - **(d)** The men does as they please.
3. **Although we orders ten copies, but only five were delivered.**
   - **(a)** Although we order ten copies, only five were delivered.
   - **(b)** Although we ordered ten copy, only five were delivered.
   - **(c)** Although we ordered ten copies, only five was delivered.
   - **(d)** Although we ordered ten copies, only five were delivered.
4. **Trainees should practise every day because practice is important.**
   - **(a)** Trainees should practise every day because practice is important.
   - **(b)** Trainees should practice every day because practise important.
   - **(c)** Trainees should practiced every day because practice is important.
   - **(d)** Trainees should practicing every day because practice is important.
5. **The cause of the explosion is unknown.**
   - **(a)** The cause of the explosion is unknown.
   - **(b)** The cause of the explosion is unknowing.
   - **(c)** The reason of the explosion is unknown.
   - **(d)** The causes of the explosion is unknown.

6. **He sent him in his car as was he going the same way.**
   (a) He send him in his car as he was going the same way.
   (b) He took him in his car as he was going the same way.
   (c) He send him in his car as he was going the same way.
   (d) He sent him in his car as he was gone the same way.
7. **Their travel to Japan was pleasant.**
   (a) Their journey to Japan was pleasant.
   (b) Their travel to Japan were pleasant.
   (c) Their travels to Japan were pleasant.
   (d) Their travel to Japan was pleasanter.
8. **During the desert exercise, a sandstorm cover our uniforms.**
   (a) During the desert exercise, a sandstorm covered our uniforms.
   (b) During the desert exercise, a sandstorm dust our uniforms.
   (c) During the desert exercise, a sandstorm covering our uniforms.
   (d) Due to the desert exercise, a sandstorm dusted our uniforms.
9. **Examinations began from Monday.**
   (a) Examinations begins on Monday.
   (b) Examinations begin to Monday.
   (c) Examinations begin on Mondays.
   (d) Examinations begin on Monday.
10. **The soldier was surprised with the officer's command.**
   (a) The soldier was surprised with the officer's command.
   (b) The soldier was surprised to the officer's command.
   (c) The soldier was surprised at the officer's command.
   (d) The soldier was surprise at the officer's command.
11. We should be considerate to one's neighbours.
   (a) We should be considerate to one's neighbours.
   (b) We should be considerate to our neighbours.
   (c) We should be considerated to our neighbours.
   (d) We should be considerating to our neighbours.

12. We will meet together at another time.
    - **(a)** We will meet at another time.
    - **(b)** We will meet together another time.
    - **(c)** We will meeting at another time.
    - **(d)** We will meet with together another time.
13. **The board meeting felt that this was reasonable.**
    - **(a)** The board felt that this was reasonable.
    - **(b)** The board meeting that this was reasonable.
    - **(c)** The board meeting that this were reasonable.
    - **(d)** The board meeting that was reasonable.
14. **The telephone is ringing for the past ten minutes.**
    - **(a)** The telephone is ringing for the past ten minutes.
    - **(b)** The telephone has been ringing for the past ten minutes.
    - **(c)** The telephone has been ringing since the past ten minutes.
    - **(d)** The telephone has been rung for the past ten minutes.
15. **I shall be obliged if you would look into the matter.**
    - **(a)** I should be obliged if you will look into the matter.
    - **(b)** I shall be obliged if you will looked into the matter.
    - **(c)** I shall be obliged if you will look into the matter.
    - **(d)** I shall be obliging if you will look into the matter.
16. **It is better to do some work than spending all the time at play.**
    - **(a)** It is better to do some work than spend all the time at play.
    - **(b)** It is better to do some work than to be spending all the time at play.
    - **(c)** It is better to do some work than to spent all the time at play.
    - **(d)** It is better to do some work than to spend all the time at play.
17. **If I am you I would study harder.**
    - **(a)** If I were you I would study harder.
    - **(b)** If I am you I would study harder.
    - **(c)** If I was you I would study harder.
    - **(d)** If I were you I would studies harder.

18. **According to my opinion, the soldiers were tired.**
    (a) In my opinion, the soldiers were tire.
    (b) In my opinion, the soldiers were tired.
    (c) According to my opinion, the soldiers tired.
    (d) In my opinion, the soldier were tired.

19. **No sooner had the match started, when it began to rain.**
    (a) No sooner had the match started, than it began to rain.
    (b) No sooner had the match started, when it began to rain.
    (c) No sooner had the match started, than it begging to rain.
    (d) No sooner had the match started, that it began to rain.

20. **I apologize for fail to keep you informed.**
    (a) I apologize for failing to keep you informed.
    (b) I apologize for failing do keep you informed.
    (c) I apologize for failing for keep you informed.
    (d) I apologize for failing to keep you inform.

Answers

Exercise 1

1.	(c)	2.	(b)	3.	(b)	4.	(d)	5.	(a)
6.	(c)	7.	(d)	8.	(d)	9.	(c)	10.	(a)

Exercise 2

1.	(b)	2.	(d)	3.	(a)	4.	(c)	5.	(d)
6.	(b)	7.	(d)	8.	(a)	9.	(c)	10.	(b)

Exercise 3

1.	(a)	2.	(c)	3.	(b)	4.	(d)	5.	(c)
6.	(a)	7.	(d)	8.	(b)	9.	(c)	10.	(b)

Exercise 4

1.	(d)	2.	(a)	3.	(b)	4.	(a)	5.	(c)
6.	(a)	7.	(d)	8.	(c)	9.	(c)	10.	(d)

Exercise 5

1.	(b)	2.	(a)	3.	(c)	4.	(d)	5.	(b)
6.	(a)	7.	(c)	8.	(b)	9.	(a)	10.	(c)

Exercise 6

1.	(d)	2.	(b)	3.	(c)	4.	(a)	5.	(b)
6.	(a)	7.	(b)	8.	(d)	9.	(d)	10.	(b)

Exercise 7

1.	(c)	2.	(a)	3.	(b)	4.	(b)	5.	(a)
6.	(d)	7.	(a)	8.	(c)	9.	(b)	10.	(b)

Exercise 8

1.	(a)	2.	(a)	3.	(b)	4.	(a)	5.	(c)
6.	(a)	7.	(b)	8.	(d)	9.	(c)	10.	(a)

Exercise 9

1.	(c)	2.	(b)	3.	(d)	4.	(b)	5.	(a)

Exercise 10

1.	(b)	2.	(a)	3.	(c)	4.	(a)	5.	(d)
6.	(b)	7.	(a)	8.	(b)	9.	(a)	10.	(d)

Exercise 11

1.	(c)	2.	(a)	3.	(b)	4.	(d)	5.	(a)
6.	(c)	7.	(b)	8.	(a)	9.	(c)	10.	(a)

Exercise 12

1.	(c)	2.	(d)	3.	(d)	4.	(b)	5.	(d)
6.	(c)	7.	(d)	8.	(a)	9.	(c)	10.	(b)

Exercise 13

1.	(a)	2.	(d)	3.	(a)	4.	(c)	5.	(b)
6.	(a)	7.	(b)	8.	(c)	9.	(a)	10.	(d)

Exercise 14

1.	(b)	2.	(a)	3.	(c)	4.	(c)	5.	(d)
6.	(b)	7.	(a)	8.	(b)	9.	(c)	10.	(b)

Exercise 15

1.	(a)	2.	(c)	3.	(d)	4.	(c)	5.	(a)
6.	(b)	7.	(a)	8.	(d)	9.	(b)	10.	(c)

Exercise 16

1.	(d)	2.	(b)	3.	(d)	4.	(c)	5.	(a)
6.	(b)	7.	(a)	8.	(d)	9.	(b)	10.	(c)

Exercise 17

1.	(a)	2.	(b)	3.	(d)	4.	(a)	5.	(b)
6.	(d)	7.	(b)	8.	(a)	9.	(d)	10.	(a)

Exercise 18

1.	(c)	2.	(b)	3.	(a)	4.	(b)	5.	(b)
6.	(a)	7.	(c)	8.	(d)	9.	(a)	10.	(c)

Exercise 19

1.	(b)	2.	(a)	3.	(a)	4.	(c)	5.	(d)
6.	(b)	7.	(a)	8.	(c)	9.	(d)	10.	(b)

Exercise 20

1.	(a)	2.	(c)	3.	(a)	4.	(c)	5.	(d)
6.	(b)	7.	(a)	8.	(c)	9.	(a)	10.	(a)

Exercise 21

1.	(b)	2.	(c)	3.	(a)	4.	(b)	5.	(c)
6.	(b)	7.	(c)	8.	(b)	9.	(a)	10.	(d)
11.	(a)								

Exercise 22

1.	(d)	2.	(b)	3.	(a)	4.	(a)	5.	(c)
6.	(d)								

Exercise 23

1.	(d)	2.	(b)	3.	(a)	4.	(c)	5.	(c)
6.	(d)	7.	(c)	8.	(b)	9.	(d)	10.	(a)

Exercise 24

1.	(d)	2.	(a)	3.	(c)	4.	(b)	5.	(a)
6.	(b)	7.	(a)	8.	(d)	9.	(b)	10.	(c)

Exercise 25

1.	(d)	2.	(d)	3.	(c)	4.	(d)	5.	(a)
6.	(c)	7.	(c)	8.	(b)	9.	(a)	10.	(d)

Exercise 26

1.	(c)	2.	(a)	3.	(c)	4.	(a)	5.	(b)
6.	(d)	7.	(b)	8.	(a)	9.	(b)	10.	(c)
11.	(a)	12.	(d)						

Exercise 27

1.	(b)	2.	(d)	3.	(a)	4.	(c)	5.	(c)
6.	(d)	7.	(c)	8.	(b)	9.	(b)	10.	(a)

Exercise 28

1.	(d)	2.	(c)	3.	(d)	4.	(b)	5.	(a)
6.	(d)	7.	(a)	8.	(c)	9.	(b)	10.	(a)

Exercise 29

1.	(c)	2.	(d)	3.	(a)	4.	(c)	5.	(b)
6.	(a)	7.	(d)	8.	(b)	9.	(b)	10.	(a)

Exercise 30

1.	(c)	2.	(b)	3.	(a)	4.	(c)	5.	(d)
6.	(b)	7.	(a)	8.	(c)	9.	(a)	10.	(b)

Exercise 31

1.	(c)	2.	(d)	3.	(c)	4.	(d)	5.	(c)
6.	(d)	7.	(c)	8.	(a)	9.	(d)	10.	(d)

Exercise 32

1.	(d)	**2.**	(c)	**3.**	(a)	**4.**	(b)	**5.**	(b)
6.	(d)	**7.**	(a)	**8.**	(b)	**9.**	(a)	**10.**	(d)

Exercise 33

1.	(b)	**2.**	(d)	**3.**	(b)	**4.**	(a)	**5.**	(d)
6.	(b)								

Miscellaneous Exercise

1.	(b)	**2.**	(a)	**3.**	(d)	**4.**	(a)	**5.**	(c)
6.	(b)	**7.**	(a)	**8.**	(a)	**9.**	(d)	**10.**	(c)
11.	(b)	**12.**	(a)	**13.**	(a)	**14.**	(b)	**15.**	(c)
16.	(d)	**17.**	(a)	**18.**	(b)	**19.**	(a)	**20.**	(a)

Chapter 3

Prepositions

(Practice Exercises)

Fill in the blanks with appropriate prepositions given at the end of every sentence.

Exercise 1

1. You should abide __________ your promise.
   (a) by (b) with (c) on (d) to
2. You must abide __________ the rules of the game.
   (a) upon (b) over (c) by (d) across
3. He was absorbed __________ his studies.
   (a) at (b) in (c) to (d) between
4. He was not absent __________ school.
   (a) beyond (b) of (c) from (d) off
5. We should abstain __________ telling a lie.
   (a) from (b) of (c) to (d) over
6. You will have to account __________ your deeds.
   (a) up (b) for (c) down (d) to
7. The servant was accused __________ theft.
   (a) at (b) by (c) of (d) to
8. He should act __________ the advice of his teacher.
   (a) over (b) upon (c) to (d) into
9. He is addicted __________ smoking.
   (a) to (b) without (c) at (d) with
10. His house is adjacent __________ mine.
    (a) with (b) beside (c) at (d) to

Exercise 2

1. This house is adorned __________ paintings.
   (a) by (b) to (c) with (d) on
2. She has great affection __________ her grand children.
   (a) with (b) for (c) to (d) at
3. They were afflicted __________ the death of their leader.
   (a) with (b) to (c) by (d) from
4. I shall not agree __________ his proposal.
   (a) at (b) to (c) for (d) of
5. I cannot agree __________ you in this matter.
   (a) from (b) at (c) with (d) to
6. He aimed __________ the bird and fired.
   (a) to (b) towards (c) with (d) at
7. He is not alive __________ the danger he is in.
   (a) of (b) off (c) to. (d) with
8. He is amateur __________ singing.
   (a) with (b) in (c) on (d) at
9. He got angry __________ me for nothing.
   (a) with (b) to (c) at (d) upon
10. She was angry __________ my behaviour.
    (a) to (b) at (c) with (d) on

Exercise 3

1. I was annoyed __________ his remarks.
   (a) at (b) to (c) about (d) of
2. Why was he so anxious __________ the result?
   (a) in (b) about (c) on (d) over

3. I will appear __________ the judge.

   (a) into (b) before (c) at (d) beside

4. I have applied __________ the post.

   (a) to (b) with (c) for (d) without

5. The officer did not approve __________ the plan.

   (a) with (b) to (c) of (d) from

6. It is useless to argue __________ a fool.

   (a) beyond (b) to (c) upon (d) with

7. The train arrived __________ Lahore station in time.

   (a) to (b) on (c) over (d) at

8. He was ashamed __________ his misconduct.

   (a) at (b) from (c) of (d) by

9. He was assured __________ cooperation.

   (a) with (b) of (c) without (d) within

10. No blame attaches __________ him.

   (a) to (b) with (c) at (d) in

Exercise 4

1. I was not aware __________ his problems.

   (a) in (b) of (c) at (d) with

2. We should bear __________ the patients.

   (a) upon (b) with (c) on (d) over

3. He begged __________ his friend to help him.

   (a) by (b) from (c) of (d) at

4. The children were begging __________ alms.

   (a) of (b) about (c) around (d) for

5. Muslims believe __________ the oneness of God.

   (a) in (b) upon (c) on (d) at

6. This pen belongs ________ her.
   (a) for (b) to (c) with (d) beside
7. He was blind ________ one eye.
   (a) in (b) upon (c) from (d) to
8. Do not boast ________ your wealth.
   (a) about (b) up (c) of (d) in
9. A daughter was born ________ her.
   (a) with (b) off (c) of (d) to
10. He was born ________ rich parents.
   (a) up (b) for (c) to (d) of

Exercise 5

1. He was born ________ a rich family.
   (a) in (b) of (c) to (d) off
2. You can borrow these books ________ the library.
   (a) with (b) from (c) of (d) by
3. The train is bound ________ Karach1.
   (a) to (b) for (c) at (d) on
4. The thief broke ________ the house.
   (a) with (b) up (c) into (d) down
5. The talks between India and Pakistan broke ________.
   (a) off (b) into (c) in (d) up
6. She was brought ________ by her uncle.
   (a) about (b) up (c) in (d) down
7. They burst ________ tears.
   (a) upon (b) into (c) in (d) down
8. Please call ________ a doctor.
   (a) upon (b) at (c) in (d) for

9. She does not care __________ me.
   (a) on (b) in (c) about (d) for
10. He did not carry __________ my orders.
   (a) out (b) on (c) of (d) in

Exercise 6

1. He is very careful __________ my health.
   (a) for (b) about (c) on (d) with
2. They have cautioned him __________ making political speeches.
   (a) against (b) with (c) without (d) of
3. He was charged __________ murder.
   (a) pf (b) with (c) in (d) on
4. His wife is clever __________ cooking.
   (a) of (b) in (c) at (d) about
5. He comes __________ a noble family.
   (a) from (b) in (c) between (d) of
6. The injured came __________ his senses after a short time.
   (a) to (b) around (c) up (d) down
7. She made a complaint __________ my son.
   (a) against (b) at (c) over (d) on
8. They have no confidence __________ their leader.
   (a) for (b) in (c) upon (d) at
9. He is confident __________ his success.
   (a) about (b) at (c) of (d) in
10. I congratulated him __________ his marriage.
   (a) on (b) over (c) at (d) about

Exercise 7

1. She is not conscious __________ her weakness.
   (a) of (b) at (c) upon (d) about
2. Her parents consented __________ her marriage.
   (a) to (b) at (c) on (d) in
3. The village consists __________ mud houses.
   (a) of (b) in (c) off (d) upon
4. They have no control __________ their son.
   (a) upon (b) over (c) at (d) on
5. You can count __________ my help in this matter.
   (a) in (b) on (c) down (d) up
6. The doctors cured him __________ the disease.
   (a) (b) (c) of (d) in
7. Pakistan is very dear __________ us.
   (a) among (b) for (c) to (d) between
8. Do you deal __________ rice?
   (a) of (b) off (c) at (d) in
9. You may depend __________ me.
   (a) in (b) over (c) at (d) on
10. This letter was delivered __________ me only yesterday.
    (a) for (b) to (c) on (d) to

Exercise 8

1. He was deprived __________ money.
   (a) off (b) from (c) of (d) in
2. I am desirous __________ going abroad.
   (a) off (b) upon (c) of (d) in

3. He died __________ his country.

(a) at (b) for (c) from (d) on

4. He died __________ an accident.

(a) at (b) in (c) between (d) on

5. He died __________ cancer.

(a) at (b) on (c) of (d) from

6. He is different __________ his brother.

(a) of (b) between (c) on (d) from

7. I am disgusted __________ her.

(a) with (b) to (c) at (d) from

8. He has disposed __________ his property.

(a) off (b) of (c) over (d) upon

9. The widow was dressed __________ black.

(a) at (b) over (c) in (d) among

10. Only graduates are eligible __________ this post.

(a) at (b) to (c) for (d) in

Exercise 9

1. He is engaged __________ her.

(a) to (b) with (c) in (d) on

2. He is entitled __________ these facilities.

(a) to (b) for (c) of (d) in

3. He was excused __________ attending the classes.

(a) by (b) from (c) for (d) on

4. It is expected __________ us to do our duty.

(a) off (b) from (c) of (d) to

5. This angle is equal __________ that.

(a) to (b) against (c) about (d) from

6. The project was entrusted __________ him.
   (a) upon (b) on (c) for (d) to
7. She failed __________ English.
   (a) for (b) into (c) at (d) in
8. We have fallen short __________ money.
   (a) from (b) upon (c) of (d) over
9. We must have faith __________ God.
   (a) for (b) by (c) in (d) of
10. How far is your college __________ here?
   (a) from (b) to (c) by (d) for

Exercise 10

1. Lahore is famous __________ its historical buildings.
   (a) for (b) by (c) from (d) in
2. The boy fell __________ his pony.
   (a) against (b) from (c) away (d) up
3. I must feel __________ the poor.
   (a) of (b) about (c) for (d) with
4. I am fond __________ reading science fiction.
   (a) for (b) out (c) upon (d) of
5. We should fight __________ basic human rights.
   (a) off (b) to (c) by (d) for
6. Do not fuss __________ petty things.
   (a) for (b) about (c) from (d) after
7. Fill __________ the blanks.
   (a) above (b) in (c) below (d) over
8. Police opened fire __________ the protesters.
   (a) upon (b) on (c) at (d) over

9. Please forgive him __________ his misconduct.
   (a) on (b) for (c) about (d) to
10. She will soon get __________ her grief.
   (a) over (b) on (c) off (d) against

Exercise 11

1. Who gave __________ the prizes?
   (a) away (b) off (c) in (d) out
2. Do not give __________ your efforts.
   (a) away (b) up (c) of (d) into
3. The police tried to go __________ all aspects of the case.
   (a) about (b) away (c) into (d) to
4. I was grieved __________ his loss.
   (a) for (b) by (c) at (d) on
5. It was good __________ him to help me.
   (a) off (b) of (c) for (d) to
6. He was guilty __________ stealing my pen.
   (a) in (b) of (c) inside (d) on
7. They are hostile __________ me for nothing.
   (a) towards (b) with (c) to (d) on
8. We must hope __________ the best.
   (a) against (b) at (c) with (d) for
9. There is hardly any hope __________ his recovery.
   (a) of (b) for (c) into (d) about
10. You are ignorant __________ the danger.
   (a) of (b) about (c) with (d) for

Exercise 12

1. He is ill __________ fever.
   (a) of (b) with (c) for (d) at
2. She is incapable __________ doing any harm to anybody.
   (a) for (b) of (c) about (d) on
3. I am inclined __________ believe her.
   (a) upon (b) in (c) to (d) on
4. He is indifferent __________ his own interests.
   (a) with (b) about (c) to (d) at
5. This chapter is not included __________ the book.
   (a) on (b) at (c) by (d) in
6. I am indebted __________ my wife for her cooperation.
   (a) for (b) of (c) into (d) to
7. The police will inquire __________ the case.
   (a) into (b) to (c) in (d) upon
8. He is indifferent __________ all kinds of advice.
   (a) into (b) to (c) away (d) for
9. They were informed __________ my expected arrival.
   (a) of (b) off (c) for (d) from
10. Smoking is injurious __________ health.
    (a) for (b) against (c) to (d) on

Exercise 13

1. She insisted __________ going to the picnic.
   (a) on (b) upon (c) for (d) into
2. She takes no interest __________ studies.
   (a) in (b) for (c) with (d) among

3. Do not interfere __________ my affairs.
   (a) in (b) into (c) upon (d) for
4. You are very intimate __________ him.
   (a) at (b) with (c) for (d) to
5. Who introduced him __________ you?
   (a) with (b) upon (c) to (d) from
6. I want to invest some money __________ business.
   (a) for (b) off (c) in (d) upon
7. She invited me __________ dinner.
   (a) for (b) to (c) with (d) in
8. He jumped __________ the river.
   (a) in (b) into (c) to (d) on
9. She is jealous __________ others.
   (a) of (b) for (c) at (d) about
10. Our teacher is very keen __________ punctuality.
   (a) to (b) on (c) for (d) about

Exercise 14

1. Keep __________ bad company.
   (a) of (b) off (c) away (d) to
2. Keep __________ the left.
   (a) off (b) of (c) to (d) in
3. Hard work is the key __________ success.
   (a) for (b) along (c) to (d) above
4. He was very kind __________ animals.
   (a) through (b) too (c) to (d) with
5. She is knocking __________ the door.
   (a) on (b) over (c) above (d) at

6. I was late __________ office today.
   (a) to (b) off (c) at (d) for
7. Do not laugh __________ any body.
   (a) upon (b) at (c) into (d) for
8. The princess was leaning __________ the pillar.
   (a) to (b) against (c) away (d) in
9. This road leads __________ Rawalpind1.
   (a) to (b) along (c) above (d) at
10. We should listen __________ our teachers attentively.
    (a) to (b) of (c) for (d) at

Exercise 15

1. Do not look down __________ the poor.
   (a) upon (b) over (c) by (d) from
2. The principal is looking __________ the matter.
   (a) into (b) off (c) near (d) beside
3. I could just make __________ a figure in the darkness.
   (a) behind (b) out (c) up (d) down
4. We long __________ his friendship.
   (a) in (b) at (c) for (d) by
5. The princess was married __________ the hero.
   (a) with (b) towards (c) in (d) to
6. We should not meddle __________ affairs of others.
   (a) about (b) in (c) at (d) of
7. A pupil has to be obedient __________ his teacher.
   (a) at (b) to (c) of (d) on
8. You are not mindful __________ what you do.
   (a) for (b) about (c) of (d) off

9. I cannot object __________ what you do.
   (a) by (b) until (c) of (d) to
10. I have no objection __________ his proposal.
   (a) for (b) from (c) with (d) to

Exercise 16

1. I am obliged __________ you for your help.
   (a) to (b) for (c) of (d) against
2. He is opposed __________ your plan.
   (a) to (b) upon (c) on (d) for
3. They were playing __________ the cards.
   (a) with (b) at (c) in (d) on
4. The Indians plotted __________ the Kashmiris.
   (a) over (b) against (c) in (d) for
5. She is very popular __________ his students.
   (a) in (b) between (c) with (d) from
6. Jogging is the most popular form of exercise __________ the old.
   (a) to (b) for (c) among (d) in
7. Do not put it __________ till tomorrow.
   (a) on (b) in (c) off (d) off
8. She takes pride __________ her work.
   (a) of (b) off (c) at (d) in
9. He is proficient __________ English.
   (a) at (b) in (c) off (d) in
10. Sufficient food was provided __________ the needy.
   (a) for (b) against (c) before (d) after

Exercise 17

1. You should refrain __________ criticizing others.
   (a) from (b) of (c) at (d) for
2. We rejoice __________ his success.
   (a) beside (b) at (c) over (d) on
3. We cannot rely __________ him as he is dishonest.
   (a) over (b) to (c) on (d) for
4. When did you remind him __________ the case?
   (a) to (b) for (c) about (d) of
5. He will repent __________ his misdeeds.
   (a) of (b) for (c) on (d) in
6. We have great respect __________ our leader.
   (a) to (b) for (c) with (d) on
7. He was rewarded __________ a gold medal.
   (a) on (b) in (c) with (d) to
8. The crowd ran __________ the thief.
   (a) before (b) beside (c) across (d) after
9. The bull ran __________ the crowd.
   (a) up (b) down (c) into (d) across
10. There is a run __________ of transport service in the city.
    (a) down (b) across (c) about (d) down

Exercise 18

1. The car has run __________ of petrol.
   (a) above (b) around (c) down (d) out
2. He has run __________ his assets.
   (a) across (b) over (c) through (d) down

3. Send __________ the police.
   (a) to (b) for (c) at (d) on
4. The murderer was sentenced __________ death.
   (a) to (b) for (c) on (d) from
5. His father has set __________ a new business.
   (a) on (b) up (c) off (d) to
6. She succeeded __________ convincing me.
   (a) at (b) on (c) in (d) over
7. Who can subscribe __________ these ideas?
   (a) off (b) for (c) on (d) in
8. I am surprised __________ your behaviour.
   (a) at (b) for (c) to (d) on
9. I have no taste __________ music.
   (a) about (b) for (c) in (d) on
10. Attendance at my lectures has fallen __________ considerably.
    (a) off (b) for (c) in (d) on

Exercise 19

1. I am very thankful __________ you.
   (a) by (b) on (c) to (d) for
2. He tried to tide __________ his difficulties.
   (a) by (b) above (c) on (d) over
3. I am very much tired __________ his attitude.
   (a) over (b) of (c) about (d) around
4. He is travelling __________ road.
   (a) by (b) on (c) in (d) through
5. He turned __________ my request.
   (a) down (b) up (c) through (d) off

6. Have you been waiting long __________ me?
   (a) on (b) for (c) about (d) till
7. She is weak __________ Mathematics.
   (a) on (b) for (c) in (d) about
8. What do you wish __________?
   (a) off (b) for (c) about (d) up
9. He shows great zeal __________ his work.
   (a) for/in (b) to (c) of (d) from
10. I do not know anything __________ it.
   (a) around (b) about (c) from (d) at

Exercise 20

1. No one here is __________ suspicion.
   (a) but (b) since (c) above (d) for
2. Let us walk __________ the shore.
   (a) before (b) after (c) along (d) in
3. He was __________ crowd.
   (a) in (b) among (c) on (d) beyond
4. Father is not __________ home.
   (a) in (b) at (c) on (d) out
5. He is __________ home in Mathematics.
   (a) at (b) in (c) on (d) off
6. Send this letter __________ my address.
   (a) at (b) to (c) for (d) about
7. You are __________ liberty to choose your profession.
   (a) in (b) at (c) on (d) from
8. He lives at a stone's throw __________ here.
   (a) on (b) of (c) from (d) beyond

9. His remarks are __________ the belt, as he knows my problem.
   (a) (b) (c) (d) below
10. He was sitting __________ me.
   (a) beside (b) on (c) about (d) out

Exercise 21

1. I met him __________ chance.
   (a) by (b) from (c) for (d) during
2. Let us go __________ a walk.
   (a) for (b) to (c) down (d) at
3. I feel sorry __________ the poor.
   (a) up (b) for (c) at (d) of
4. I gave a hundred rupees __________ it.
   (a) of (b) for (c) from (d) about
5. I received a cheque __________ a thousand rupees.
   (a) of (b) for (c) in (d) on
6. The crop failed for want __________ water.
   (a) on (b) in (c) of (d) for
7. The house is in want __________ repair.
   (a) for (b) off (c) of (d) about
8. Many thanks __________ your invitation.
   (a) to (b) of (c) from (d) for
9. I am here __________ a few days only.
   (a) at (b) in (c) on (d) for
10. What is that __________ your hand?
   (a) about (b) in (c) on (d) to

Exercise 22

1. He lies __________ bed all day.
   (a) under (b) from (c) on (d) in
2. Make this note __________ the margin.
   (a) about (b) under (c) in (d) on
3. She will arrive __________ a few minutes.
   (a) behind (b) in (c) at (d) ago
4. Do not build castles __________ the air.
   (a) in (b) above (c) around (d) beside
5. We enjoyed a good name __________ squash.
   (a) in (b) at (c) for (d) from
6. He got __________ debt.
   (a) from (b) into (c) about (d) down
7. He stood fast in the face __________ difficulties.
   (a) off (b) about (c) of (d) to
8. It is not __________ his power to punish me.
   (a) on (b) from (c) at (d) within
9. The policeman is __________ duty.
   (a) on (b) of (c) from (d) in
10. You must take this fact __________ consideration.
    (a) of (b) into (c) above (d) off

Exercise 23

1. He is a man __________ parts.
   (a) of (b) in (c) with (d) with out
2. Our teacher is __________ the committee.
   (a) at (b) on (c) in (d) above

3. I saw him __________ the way.
   (a) before (b) around (c) on (d) over
4. The house is __________ fire.
   (a) upon (b) under (c) above (d) on
5. He goes to school __________ foot.
   (a) by (b) over (c) about (d) on
6. I have no money __________ me.
   (a) from (b) to (c) on (d) of
7. He delivered a lecture __________ democracy.
   (a) through (b) up (c) on (d) over
8. The examination begins __________ Monday.
   (a) to (b) on (c) by (d) through
9. We do not work __________ holidays.
   (a) on (b) in (c) about (d) around
10. The accused was released __________ bail.
   (a) on (b) over (c) about (d) out

Exercise 24

1. The plane took __________ an hour late.
   (a) round (b) on (c) off (d) before
2. He delivered an __________ hand speech.
   (a) on (b) over (c) off (d) of
3. Hold the paper up __________ the light.
   (a) amidst (b) before (c) above (d) to
4. He is like a brother __________ me.
   (a) for (b) to (c) from (d) By
5. I will say this __________ his face.
   (a) to (b) up (c) down (d) of

6. This is correct ________ the best of my knowledge.
   (a) to (b) upon (c) on (d) in
7. Cut your coat according ________ your cloth.
   (a) to (b) beyond (c) beside (d) at
8. We should give money ________ the needy.
   (a) between (b) to (c) among (d) on
9. Australia lies ________ the south of India.
   (a) on (b) in (c) to (d) beside
10. He has eaten nothing ________ yesterday.
   (a) except (b) for (c) until (d) since

Exercise 25

1. They watched a funny programme ________ T.V.
   (a) on (b) at (c) in (d) over
2. You can see all the details ________ the screen.
   (a) in (b) on (c) over (d) above
3. Is this car ________ sale?
   (a) to (b) on (c) for (d) at
4. Could you let me do it ________ Tuesday at the latest?
   (a) on (b) till (c) up (d) by
5. Everybody applauded ________ the end of the programme.
   (a) down (b) up (c) at (d) upon
6. They have lived here ________ last month.
   (a) to (b) on (c) for (d) since
7. What's the matter ________ your bike?
   (a) on (b) in (c) with (d) for
8. We could see the plane high ________ the city?
   (a) around (b) above (c) on (d) below

9. The house was demolished __________ our absence.
   (a) during (b) to (c) off (d) for
10. What's the difference __________ a book and a digest?
   (a) between (b) among (c) for (d) from

Exercise 26

1. Ali's new bike looks more __________ a rocket.
   (a) like (b) as (c) to (d) about
2. We're all fed up __________ this game.
   (a) to (b) with (c) about (d) for
3. I can't find pencil. I had it a minute __________.
   (a) abead (b) below (c) before (d) ago
4. We requested them __________ help.
   (a) off (b) of (c) for (d) to
5. They will stay there __________ we get home.
   (a) up (b) until (c) in (d) around
6. You should not be late __________ the meeting.
   (a) on (b) for (c) in (d) about
7. We do most of our work __________ winter.
   (a) in (b) at (c) on (d) about
8. This table is similar __________ my old one.
   (a) to (b) than (c) of (d) about
9. There was a rise __________ twenty percent in oil prices.
   (a) in (b) of (c) about (d) off
10. It seems __________ if you are __________ trouble.
   (a) though/at (b) as, in (c) to/on (d) up/above

Exercise 27

1. He has reverted ______ his former post.
   (a) to (b) for (c) in (d) with
2. Silkworms feed ______ mulberry trees.
   (a) up (b) on (c) to (d) in
3. He has no special liking ______ mathematics.
   (a) at (b) for (c) on (d) over
4. He is ignorant ______ what he pretends to know.
   (a) of (b) for (c) on (d) with
5. My brother is weak ______ mathematics.
   (a) for (b) with (c) in (d) over
6. Early rising is beneficial ______ health.
   (a) upon (b) to (c) for (d) in
7. Hard work and perseverance are indispensable ______ success in life.
   (a) for (b) to (c) in (d) from
8. He is too miserly to part ______ his money.
   (a) with (b) for (c) between (d) above
9. Suddenly we were enveloped ______ dense fog.
   (a) in (b) up (c) on (d) with
10. I am sick ______ the whole business.
    (a) for (b) in (c) of (d) from

Exercise 28

1. Only graduates are eligible ______ the post.
   (a) for (b) to (c) in (d) with
2. That rule is not applicable ______ your case.
   (a) to (b) for (c) at (d) over

3. I often find him absorbed ______ thought.
   (a) from (b) in (c) of (d) with
4. The accommodation is adequate ______ our needs.
   (a) at (b) to (c) in (d) above
5. The hotel is adjacent ______ the station.
   (a) at (b) with (c) to (d) from
6. He is addicted ______ gambling.
   (a) at (b) to (c) on (d) for
7. You need not be afraid ______ being late.
   (a) from (b) on (c) of (d) to
8. Death is preferable ______ disgrace.
   (a) to (b) with (c) at (d) over
9. He was angry ______ me, because he thought my remark was aimed ______ him.
   (a) to – towards (b) for – at (c) with – at (d) to – for
10. His plans are adverse ______ my interests.
   (a) towards (b) to (c) against (d) in

Exercise 29

1. Smoking is injurious ______ health.
   (a) to (b) for (c) with (d) above
2. The stories in that book are full ______ interest.
   (a) with (b) on (c) of (d) to
3. Don't associate ______ disreputable people.
   (a) to (b) with (c) at (d) in
4. He is grateful ______ his master ______ many favours.
   (a) to – on (b) at – for (c) by – upon (d) to – for
5. He is prompt ______ carrying out orders.
   (a) of (b) in (c) at (d) to
6. He is deficient ______ common sense.
   (a) at (b) on (c) in (d) to

7. He is vexed ______ me.
(a) with (b) from (c) for (d) to
8. He is indifferent ______ his own interest.
(a) with (b) to (c) from (d) in
9. He is proficient ______ mathematics.
(a) in (b) at (c) on (d) to
10. He is not ashamed ______ his behaviour.
(a) by (b) at (c) of (d) in

Exercise 30

1. He is devoid ______ sense.
(a) in (b) on (c) of (d) to
2. He is suspicious ______ all his neighbours.
(a) at (b) off (c) of (d) in
3. He has a passion ______ learning.
(a) with (b) for (c) from (d) in
4. Recently there has been a reduction ______ the price of milk.
(a) upon (b) in (c) between (d) to
5. He proved false ______ his friend.
(a) to (b) at (c) with (d) in
6. A square may be equivalent ______ a triangle.
(a) to (b) with (c) across (d) for
7. He is very different ______ his brother.
(a) of (b) from (c) by (d) over
8. His views do not accord ______ mine.
(a) with (b) to (c) for (d) up
9. A policeman rescued the child ______ danger.
(a) of (b) in (c) from (d) for
10. Our path is beset ______ difficulties.
(a) with (b) to (c) for (d) in

Exercise 31

1. He is involved ______ difficulties.
   (a) upon (b) in (c) on (d) to
2. I prefer tea ______ coffee.
   (a) upon (b) on (c) to (d) for
3. There is no exception ______ this rule.
   (a) to (b) for (c) from (d) with
4. I am obliged ______ you ______ your kindness.
   (a) at – to (b) to – for (c) for – to (d) for – in
5. I am not envious ______ his success.
   (a) off (b) of (c) at (d) to
6. We should rely ______ our own efforts.
   (a) on (b) in (c) at (d) up
7. I purposely refrained ______ saying more.
   (a) by (b) with (c) from (d) to
8. I exchanged ______ him my gramophone ______ a camera.
   (a) by – at (b) with – for (c) for – on (d) for – to
9. I assented ______ his proposal.
   (a) to (b) with (c) by (d) in
10. I am not satisfied ______ your explanation.
    (a) by (b) with (c) to (d) in

Exercise 32

1. His friends condoled ______ him ______ his misery.
   (a) with – in (b) to – on (c) from – in (d) for – to
2. He quarrelled ______ me ______ a bike.
   (a) at – on (b) with – over (c) by – on (d) for – to
3. He readily complied ______ my request.
   (a) with (b) to (c) from (d) in

4. He yielded ______ superior force.
   (a) with (b) on (c) to (d) for
5. He supplies the poor ______ food.
   (a) to (b) with (c) by (d) in
6. His friends disagreed ______ him on that point.
   (a) with (b) to (c) by (d) from
7. He acceded ______ my request.
   (a) to (b) on (c) out (d) with
8. He is incapable ______ doing good work.
   (a) for (b) with (c) of (d) to
9. He is married ______ my cousin.
   (a) with (b) by (c) to (d) in
10. He is true ______ his institution.
   (a) for (b) to (c) with (d) in

Exercise 33

1. Don't stand ______ the mud.
   (a) between (b) into (c) in (d) to
2. Water can be changed ______ steam.
   (a) to (b) into (c) towards (d) for
3. Go ______ the door.
   (a) by (b) with (c) through (d) from
4. They went ______ the boundary.
   (a) beyond (b) above (c) before (d) to
5. Sit ______ the box.
   (a) at (b) off (c) on (d) in
6. He was much ______ fault.
   (a) on (b) at (c) over (d) to
7. I will abide ______ my promise.
   (a) with (b) by (c) to (d) for

8. Please go ______ him.
   (a) at (b) with (c) from (d) to
9. Sky is ______ the earth.
   (a) above (b) over (c) beyond (d) for
10. Snakes live ______ ground.
   (a) in (b) over (c) under (d) with

Exercise 34

1. Duty ______ pleasure.
   (a) before (b) after (c) at (d) in
2. He has gone ______ England.
   (a) from (b) towards (c) to (d) with
3. He worked hard ______ a prize.
   (a) to (b) for (c) with (d) in
4. We are now free ______ danger.
   (a) from (b) of (c) in (d) with
5. He was robbed ______ his purse.
   (a) from (b) by (c) of (d) for
6. The boats were tied ______ the shore.
   (a) with (b) by (c) along (d) from
7. He went ______ his business.
   (a) to (b) about (d) in (d) for
8. His success is ______ my heart.
   (a) at (b) near (c) for (d) to
9. They quarrelled ______ themselves.
   (a) between (b) among (c) upon (d) for
10. Many boats could be seen ______ the two banks of the river.
   (a) between (b) upon (c) over (d) in

Exercise 35

1. The monkey ran ______ and ______ the tree.
   (a) up – down (b) to – up (d) down – up (d) to – for
2. Sit ______ the saddle.
   (a) upon (b) across (c) on (d) in
3. Describe a circle ______ a given centre.
   (a) over (b) round (c) across (d) to
4. He is ______ himself with anger.
   (a) besides (b) beside (c) beneath (d) inside
5. He has two sons in Lahore ______ one in Karach1.
   (a) besides (b) beside (c) except (d) inside
6. His record is very good ______ England.
   (a) on (b) against (c) in (d) to
7. Men cannot live ______ food.
   (a) with (b) except (c) without (d) for
8. He is ______ the college premises.
   (a) within (b) on (c) upon (d) in
9. He finished the work ______ ten days.
   (a) in (b) between (c) among (d) to
10. He slept late ______ the day.
    (a) into (b) till (c) to (d) for

Exercise 36

1. He has been a lazy man ______ or throughout his whole life.
   (a) through (b) on (c) in (d) to
2. He is now ______ or beyond the age of forty.
   (a) over (b) above (b) past (d) for
3. I will expect you ______ Monday next.
   (a) on (b) to (c) by (d) with
4. Bats fly out ______ night; but retire at daybreak.
   (a) in (b) on (c) at (d) for

5. The sun shines ______ day; the moon by night.
   (a) in (b) on (c) by (d) to
6. ______ the return of the hot winds the grass fades.
   (a) to (b) with (c) by (d) in
7. He was absent ______ or ______ two weeks.
   (a) for – above (b) above – over (c) on – over (d) for – to
8. You will not finish that work ______ two months.
   (a) with (b) under (c) over (d) in
9. He arrived ______ time.
   (a) behind (b) at (c) to (d) for
10. He returned ______ many days.
   (a) for (b) by (c) after (d) to

Exercise 37

1. He commenced work ______ seven o'clock a.m.
   (a) before (b) at (c) in (d) to
2. The train is not up ______ time.
   (a) till (b) beyond (c) to (d) for
3. He was made a prisoner ______ life.
   (a) for (b) to (c) from (d) to
4. They commence work daily ______ ten o'clock.
   (a) by (b) from (c) at (d) in
5. It is now ______ three o'clock p.m.
   (a) about (b) at (c) on (d) with
6. He arrived ______ four and five o'clock p.m.
   (a) from (b) before (c) between (d) to
7. I will remain here ______ your pleasure.
   (a) during (b) after (c) before (d) from
8. Nothing more can be done ______ his arrival.
   (a) during (b) pending (c) beyond (d) with
9. They worked all day ______ sunset.
   (a) for (b) till (c) on (d) in
10. This was finished ______ the time fixed.
   (a) within (b) in (c) by (d) to

Answers

Exercise 1

1.	by	2.	by	3.	in	4.	from	5.	from
6.	for	7.	of	8.	upon	9.	to	10.	to

Exercise 2

1.	with	2.	for	3.	with	4.	to	5.	with
6.	at	7.	to	8.	in	9.	with	10.	at

Exercise 3

1.	at	2.	about	3.	before	4.	for	5.	of
6.	with	7.	at	8.	of	9.	of	10.	to

Exercise 4

1.	of	2.	with	3.	of	4.	for	5.	in
6.	to	7.	in	8.	of	9.	to	10.	of

Exercise 5

1.	in	2.	from	3.	for	4.	into	5.	off
6.	up	7.	into	8.	in	9.	for	10.	out

Exercise 6

1.	about	2.	against	3.	with	4.	at	5.	of
6.	to	7.	against	8.	in	9.	of	10.	on

Exercise 7

1.	of	2.	to	3.	of	4.	over	5.	on
6.	of	7.	to	8.	in	9.	on	10.	to

Exercise 8

1.	of	2.	of	3.	for	4.	in	5.	of
6.	from	7.	with	8.	of	9.	in	10.	for

Exercise 9

1.	to	2.	to	3.	from	4.	of	5.	to
6.	to	7.	in	8.	of	9.	in	10.	from

Exercise 10

1.	for	2.	from	3.	for	4.	of	5.	for
6.	about	7.	in	8.	at	9.	for	10.	over

Exercise 11

1.	away	2.	up	3.	into	4.	at	5.	of
6.	of	7.	to	8.	for	9.	of	10.	of

Exercise 12

1.	with	2.	of	3.	to	4.	to	5.	in
6.	to	7.	into	8.	to	9.	of	10.	to

Exercise 13

1.	on	2.	in	3.	in	4.	with	5.	to
6.	in	7.	to	8.	into	9.	of	10.	on

Exercise 14

1.	off	2.	to	3.	to	4.	to	5.	at
6.	for	7.	at	8.	against	9.	to	10.	to

Exercise 15

1.	upon	2.	into	3.	out	4.	for	5.	to
6.	in	7.	to	8.	of	9.	to	10.	to

Exercise 16

1.	to	2.	to	3.	at	4.	against	5.	with
6.	among	7.	off	8.	in	9.	in	10.	for

Exercise 17

1.	from	2.	at	3.	on	4.	of	5.	of
6.	for	7.	with	8.	after	9.	into	10.	down

Exercise 18

1.	out	2.	through	3.	for	4.	to	5.	up
6.	in	7.	to	8.	at	9.	after	10.	off

Exercise 19

1.	to	2.	over	3.	of	4.	by	5.	down
6.	for	7.	in	8.	for	9.	for/in	10.	about

Exercise 20

1.	above	2.	along	3.	among	4.	at	5.	at
6.	at	7.	at	8.	from	9.	below	10.	beside

Exercise 21

1.	by	2.	for	3.	for	4.	for	5.	for
6.	of	7.	of	8.	for	9.	for	10.	in

Exercise 22

1.	in	2.	in	3.	in	4.	in	5.	in
6.	into	7.	of	8.	within	9.	on	10.	into

Exercise 23

1.	of	2.	on	3.	on	4.	on	5.	on
6.	on	7.	on	8.	on	9.	on	10.	on

Exercise 24

1.	off	2.	off	3.	to	4.	to	5.	to
6.	to	7.	to	8.	to	9.	to	10.	since

Exercise 25

1.	on	2.	on	3.	for	4.	by	5.	at
6.	since	7.	with	8.	above	9.	during	10.	between

Exercise 26

1.	like	2.	with	3.	before	4.	for	5.	until
6.	for	7.	in	8.	to	9.	of	10.	as – in

Exercise 27

1.	to	2.	on	3.	for	4.	of	5.	in
6.	to	7.	to	8.	with	9.	in	10.	of

Exercise 28

1.	for	2.	to	3.	in	4.	to	5.	to
6.	to	7.	of	8.	to	9.	with–at	10.	to

Exercise 29

1.	to	2.	of	3.	with	4.	to – on	5.	in
6.	in	7.	with	8.	to	9.	in	10.	of

Exercise 30

1.	of	2.	of	3.	for	4.	in	5.	to
6.	to	7.	from	8.	with	9.	from	10.	with

Exercise 31

1.	in	2.	to	3.	to	4.	to – for	5.	of
6.	on	7.	from	8.	with–for	9.	to	10.	with

Exercise 32

1.	with – in	2.	with–over	3.	with	4.	to	5.	with
6.	with	7.	to	8.	of	9.	to	10.	to

Exercise 33

1.	in	2.	into	3.	through	4.	beyond	5.	on
6.	at	7.	by	8.	with	9.	above	10.	under

Exercise 34

1.	before	2.	to	3.	for	4.	from	5.	of
6.	along	7.	about	8.	near	9.	among	10.	between

Exercise 35

1.	up–down	2.	across	3.	round	4.	beside	5.	besides
6.	against	7.	without	8.	within	9.	in	10.	into

Exercise 36

1.	through	2.	past	3.	on	4.	at	5.	by
6.	with	7.	above-over	8.	under	9.	behind	10.	after

Exercise 37

1.	before	2.	to	3.	for	4.	from	5.	about
6.	between	7.	during	8.	pending	9.	till	10.	within

Chapter 4

Tenses

TENSES

Present Indefinite / Present Simple

یہ کب استعمال کیا جاتا ہے؟

(a) Present Indefinite tense کو ایک ایسے کام کے کرنے یا ہونے کے لیے ظاہر کیا جاتا ہے جو (Regularly) یا (habitually) کیا جائے ۔ عام طور پر ایسے جملوں میں کوئی وقت کو بتانے والا لفظ یا الفاظ (time adverb) جیسا کہ on Monday, every week, sometimes, never, occasionally, twice a year وغیرہ استعمال کیے جاتے ہیں، مثلاً

i. He always wakes up late. **ii.** My watch keeps good time.

(b) Present indefinite کو (universal truth) یا (fact) بتانے کے لیے بھی استعمال کیا جاتا ہے، مثلا

i. The sun rises in the east. **ii.** I live in Lahore.

iii. He is 30 years old. **iv.** Fortune favours the brave.

(c) Present indefinite کو ایسے (exclamatory sentences) کے لیے بھی استعمال کیا جاتا ہے جو Here یا There سے شروع ہوں۔ ان میں Here یا There فقرے کے شروع میں آتا ہے، مثلاً

i. Here comes the train! **ii.** There she goes for good!

(d) Present indefinite tense کو (Future) میں واقع ہونے والے کام کو بتانے کے لیے بھی استعمال کیا جاتا ہے جو کسی (Plan) یا (arrangement) کے مطابق ہوتا ہو۔ مثلاً

We go to Karachi next week.

When does the college reopen?

They fly for America next Saturday.

(e) Present Indefinite tense کو کسی کتاب کے حوالہ یا کسی کہاوت یا مقولہ بیان کرنے کے لیے بھی استعمال کیا جاتا ہے ایسے جملوں میں verb کے طور پر عموماً (say) استعمال کیا جاتا ہے۔ مثلاً

What does the book say? It says, "listening is a skill."

Keats says, "Heard melodies are sweet, but unheard are sweeter."

(f) اخبارات کی شہ سرخیوں میں بھی عام طور پر Present Indefinite tense ہی استعمال ہوتا ہے حالانکہ Action/verb ماضی میں

مکمل ہو چکا ہوتا ہے۔ مثلاً

i. Peace mission fails. **ii.** Earthquake rocks the city.

(g) ایسے تمام (verb) جو (continuous tense) میں عام طور پر استعمال نہیں ہوتے ان کے جملوں کو Present Continuous کی بجائے Present Indefinite tense میں ادا کیا جاتا ہے۔ مثلاً

"I am hearing you." کہنے کی بجائے ہم "I hear you." کہتے ہیں۔

(h) Present Indefinite tense کو شرطیہ جملہ Conditional Sentence کی پہلی قسم (Type 1) میں استعمال کیا جاتا ہے اس وقت If clause کو Present Indefinite میں رکھا جاتا ہے جبکہ اصل جملہ main clause عام طور پر مستقبل (Future) میں ہوتا ہے۔ مثلاً

If I see Naeem, I will give him your message.

Unless you come, I will not go there.

Present Indefinite Tense

Active Voice

بنانے کا طریقہ

Subject + Verb + Object / Complement + Adverb

(Verb: 1st form)

He teaches English. — وہ انگلش پڑھاتا ہے۔

Present Indefinite کو حال میں کسی کام کے عادتاً یا بار بار ہونے کے لیے استعمال کیا جاتا ہے،

Present Indefinite Tense کے اردو کے فقرے میں تا ہے، تی ہے، تے ہیں وغیرہ آتا ہے۔ مثلاً

He plays cricket. — وہ کرکٹ کھیلتا ہے۔

I read a book. — میں کتاب پڑھتا ہوں۔

اگر Present Indefinite کے فقرے کا فاعل کوئی Singular Noun یا Third person singular pronoun جیسے He, She, It ہو تو فعل کی پہلی فارم کے ساتھ s یا es آتا ہے۔ مثلاً

(singular noun) Ali writes a letter. — علی خط لکھتا ہے۔

(singular noun) The earth revolves around the sun. زمین سورج کے گرد گھومتی ہے۔

(3rd person singular pronoun) He goes to school. وہ سکول جاتا ہے۔

(3rd person singular pronoun) She eats an apple. وہ سیب کھاتی ہے۔

(3rd person singular pronoun) It moves fast. یہ تیز حرکت کرتی ہے۔

اس tense میں es ان verbs کے ساتھ آتا ہے جن verbs کے آخری الفاظ s, ch, sh, X, یا O ہوں مثلاً

I go / he goes

I watch / he watches

I box / he boxes

کیونکہ اس Tense میں کوئی Helping verb نہیں ہوتا اس لیے

منفی فقرات بنانے کے لئے do کو بطور helping verb استعمال کرتے ہیں اور اس کے ساتھ not لگا دیتے ہیں۔ ایسے جملے جن میں 3rd person subject کی وجہ سے verb کے ساتھ es لگا دیتے ہیں وہ es منفی جملہ میں do کے ساتھ لگا کر اسے does بنا دیتے ہیں اور اس کے ساتھ not لگا دیتے ہیں۔ مثلاً

I do not play hockey. میں ہاکی نہیں کھیلتا ہوں۔

Ahmed does not write any essay. احمد مضمون نہیں لکھتا ہے۔

سوالیہ فقروں میں Do یا Does کو فقرے کی ابتداء میں لگا دیتے ہیں۔ مثلاً

Does the sun rise in the east?. کیا سورج مشرق سے نکلتا ہے؟۔

Do you go to college at eight o'clock? کیا تم آٹھ بجے کالج جاتے ہو؟۔

Passive Voice:

بنانے کا طریقہ

جب فقرے میں فاعل کا ذکر ضروری نہ ہو اور مفعول کا ذکر ضروری ہو تو ہم کسی بھی Tense میں Passive Voice استعمال کرتے ہیں۔

Object + Verb + Subject + Adverb

Verb → (is/are/am + 3rd form)

Innocent people are teased. معصوم لوگوں کو تنگ کیا جاتا ہے۔

اس جملہ میں مفعول (معصوم لوگ) موجود ہے لیکن فاعل یعنی تنگ کرنے کا Action کون کرتا ہے موجود نہیں۔ اردو میں عام طور پر فقروں میں فاعل کا ذکر نہیں ہوتا۔ مثلاً

A letter is written. خط لکھا جاتا ہے۔

A song is sung. گانا گایا جاتا ہے۔

یہاں یہ کہنا کہ یہ خط اس سے لکھا جاتا ہے یا گانا احمد سے گایا جاتا ہے تو درست نہیں ہوگا، یہ ضروری ہے کہ اردو میں جملوں کی اس pattern میں مشق کی جائے۔

Ahmed drives a car. احمد کار چلاتا ہے۔

A car is driven. کار چلائی جاتی ہے۔

Noor sings a song. نور گانا گاتی ہے۔

A song is sung. گانا گایا جاتا ہے۔

ہاں انگریزی میں Passive Voice میں فاعل by کے بعد آجاتا ہے۔ مثلاً

Ahmed drives a car.

A car is driven by Ahmed.

Present Indefinite (Passive Voice) میں اردو کے فقرے کے آخر میں تا ہے، تی ہے، تے ہیں سے پہلے عام طور پر امدادی فعل 'جا' آتا ہے۔ مثلاً

A car is driven. کار چلائی جاتی ہے۔

A song is sung. گانا گایا جاتا ہے۔

Passive Voice جملہ بنانے کے لیے سب سے ضروری اس بات کا جاننا ہے کہ ہمیں پتہ ہو کہ فقرے کا Transitive verb ہے یا Intransitive۔ یہ بات یاد رہے کہ Passive Voice جملہ ہمیشہ Transitive Verb سے ہی بنایا جاتا ہے اس لیے مندرجہ ذیل فقرہ کا Passive Voice بنانا غلط ہوگا۔

(Active) He goes to college. وہ کالج جاتا ہے۔

(Passive) College is gone to him. کالج اس سے جایا جاتا ہے۔

Incorrect (Passive) College isgone by him.

چونکہ 'Go' ایک Intransitive verb ہے اس لیے اس کا Passive Voice نہیں بن سکتا۔

نوٹ Passive voice فقروں میں ہمیشہ verb کی 3rd form آتی ہے۔البتہ Helping Verb اس tense کے مطابق آتا ہے۔

Model Sentences

Hassan respects his parents.	۱۔ حسن اپنے والدین کی عزت کرتا ہے۔
He does not like tea.	۲۔ وہ چائے نہیں پسند کرتا ہے۔
I do not agree with you.	۳۔ میں آپ سے اتفاق نہیں کرتا۔
Good boys do not abuse anybody.	۴۔ اچھے بچے کسی کو گالی نہیں دیتے۔
Do you believe in God.?	۵۔ کیا تم خدا پر ایمان رکھتے ہو۔
Good children obey their parents.	۶۔ اچھے بچے اپنے والدین کا کہنا مانتے ہیں۔
My friend does not read good books.	۷۔ میرا دوست اچھی کتابیں نہیں پڑھتا ہے۔
Does Kanval clean her house?	۸۔ کیا کنول اپنے گھر کو صاف کرتی ہے؟
Love wins all.	۹۔ محبت ہر ایک کا دل موہ لیتی ہے۔
Ahmad listens to his teacher carefully.	۱۰۔ احمد توجہ سے اپنے استاد کی بات سنتا ہے۔

Exercises

(Active Voice)

(۱) وہ اپنی غلطی تسلیم کرتا ہے۔(۲) وہ پتنگ اڑاتا ہے۔(۳) وہ گوشت پسند کرتا ہے۔ (۴) میں کوئی نماز نہیں چھوڑ تا ہوں (۵) اچھے طالب علم سگریٹ نوشی نہیں کرتے ہیں۔ (۶) وہ صبح دیر تک نہیں سوتا ہے۔ (۷) وہ اچھی انگریزی نہیں بولتا۔ (۸) کیا اس کا باپ کپڑے کا کاروبار کرتا ہے؟ (۹) کیا آپ کار چلانا جانتے ہیں؟ (۱۰) کیا وہ اپنے بھائی کی مدد کرتا ہے؟

Vocabulary **1.**admit **4.**miss **5.**smoking **6.**till late **8.**deals in **9.**how to drive

(Passive Voice)

(۱) آدمی اپنی صحبت سے پہچانا جاتا ہے۔ (۲) تیل کی قیمت ہر ماہ بڑھا دی جاتی ہے۔ (۳) اکثر حامد کا مذاق کیوں اڑایا جاتا ہے؟(۴) کتنے مہمانوں کو تحائف دیئے جاتے ہیں؟ (۵) اس کے نوکر کو روزانہ کہاں بھیج دیا جاتا ہے؟ (۶) آجکل پودوں کو پانی کیوں نہیں دیا جاتا؟ (۷) امتحانات کو بار بار کیوں ملتوی کیا جاتا ہے۔؟ (۸) کیا اس مکان کی مرمت ہر سال کی جاتی ہے؟ (۹) مریض کا معائنہ اس ہسپتال میں کہاں کیا جاتا ہے؟ (۱۰) ان بیواؤں کی مدد کس ذریعے سے کی جاتی ہے؟

Vocabulary **1.**known **2.**increase **3.**ridicule **6.**water **7.**postpone **8.**examine

Present Continuous/Progressive Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Present Continuous tense کو ایک ایسے Action کو بیان کرنے کے لیے استعمال کرتے ہیں جو کام کے بارے میں بتائے گئے وقت میں ہو رہا ہوتا ہے۔ مثلاً

He is sitting.

They are running.

(b) Present Continuous tense کسی ایسے Action کے بارے میں بتانے کے لیے استعمال کیا جاتا ہے جو ضروری نہیں ہے کہ اس وقت بھی ہو رہا ہو۔ مثلاً

I am reading a play by Shakespeare. (This may mean at the moment of speaking but may also mean, now in a more general sense.)

He is teaching Arabic and English. (He may not be teaching either at the moment of speaking.)

(c) Present Continuous tense کسی ایسے (Action) کو بتانے کے لیے استعمال کیا جاتا ہے جو کسی (Plan) کے تحت مستقبل قریب میں ہونے والا ہو۔ مثلاً

I am going to the cinema tonight.

My family is arriving tomorrow.

نوٹ: ایسے فقروں میں کام کے ہونے کے وقت (Adverb of time) کا ضرور ذکر کیا جائے ماسوائے دو فعلوں (verbs) کے یعنی (Come & Go)۔

(d) Present Continuous tense کو کسی ایسے (habitually) اور (repeatedly) ہونے والے (action) کے لیے بھی استعمال کیا جاتا ہے جو (speaker) کی ناراضگی کا اظہار کرے یا یہ بتلانے کے لیے کہ ایسے کام کا ہونا غیر مناسب ہے۔ ایسے جملوں میں عام طور پر مندرجہ ذیل (Adverbs) استعمال ہوتے ہیں۔ .Always, continually, constantly, etc مثلاً

He is always losing his keys.

Your dog is constantly barking at night.

مندرجہ ذیل (verbs) عام طور پر اپنے لغوی مفہوم میں کسی بھی **continuous tense** میں استعمال نہیں ہوتے۔ مثلاً

(1) Verbs of Sense

(مندرجہ ذیل)verbs جو ہمارے حواس خمسہ کے (actions) کو ظاہر کرتے ہیں۔ مثلاً

Hear, Smell, Feel, Notice, Observe

Gaze, Listen, Look, Watch, Stare بعض صورتوں میں اس Tense میں استعمال کیے جاسکتے ہیں کیونکہ یہ ارادے کے تحت کام کرنے کو ظاہر کرتے ہیں۔

(2) Verbs of Appearing

Such as, Appear, Look, Seem

(3) Verbs of Emotions & Feelings

مندرجہ ذیل (verb) جو (Emotions & feelings) کو بتلانے کے لیے استعمال کیے جاتے ہیں۔ مثلاً

Want, Wish, Desire, Feel, Like, Love, Hate, Hope, Refuse

Prefer, Dislike, Fear, Loathe, Value,

(4) Verbs of Thinking (Mental activity)

مندرجہ ذیل (verbs) جو سوچنے (ذہن کے خود بخود سوچنے کو) بتلانے کے لیے استعمال کیے جاتے ہیں۔ مثلاً

Think, Suppose, Believe, Agree, Consider, Trust, Remember

Forget, Know, Understand, Imagine, Mean, Mind, Sure, Certain

Perceive, Realize, Recall, Recognize, Recollect,

(5) Verbs of Possession

مندرجہ ذیل (verbs) جو ملکیت کو ظاہر کرنے کے لیے استعمال کیے جاتے ہیں۔ مثلاً

Belong, Owe, Own, Possess, Contain and consist of.

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

(helping verb + main verb)
(is/are/am + 1st form + ing)

(حسن آج مضمون لکھ رہا ہے۔)

Hassan	is	writing	an essay	today.
(s)	(hv)	(mv)	(o)	(A)

Present Continuous Tense کو حال میں کسی کام کے ہونے کا وقت بتلانے کے لیے استعمال کیا جاتا ہے۔

Present Continuous Tense کے اردو کے فقرے میں رہا ہے، رہے ہیں، رہی ہیں وغیرہ آتا ہے۔ مثلاً

I am listening to you. — میں آپ کی بات سن رہا ہوں۔

Ahmed is coming to Lahore today. — احمد آج لاہور آرہا ہے۔

منفی فقروں میں helping verb کے ساتھ not لگادیتے ہیں۔ مثلاً

You are not working. — تم کام نہیں کر رہے ہو۔

سوالیہ فقروں میں helping verb کو subject سے پہلے لے آتے ہیں۔ مثلاً

Is the bird flying in the air? — کیا پرندہ ہوا میں اڑ رہا ہے؟

Passive Voice

بنانے کا طریقہ

Present continuous Tense کے اُردو Passive Voice فقروں میں 'جارہا ہے' 'جارہی ہے' 'جارہے ہیں' 'کیا جارہا' 'دیا جارہا ہے' وغیرہ آتا ہے۔

Object + Verb + Subject + Adverb

(is being/are being/am being)
(+ 3rd form of verb)

The house is being constructed. — مکان بنایا جارہا ہے۔

Shoes are being polished. — جوتے پالش کیے جارہے ہیں۔

انگریزی میں Passive Voice کے جملوں میں is, are, am کے ساتھ being اور verb کی تیسری فارم آتی ہے۔

منفی فقرات میں not کو helping verb کے بعد لگا دیتے ہیں۔ مثلاً

ہمیں دعوت میں مدعو نہیں کیا جا رہا ہے۔ We are not being invited to the party.

سوالیہ فقرات میں پہلے helping verb کو فقرہ کے شروع میں لے آتے ہیں۔ مثلاً

کیا چائے بنائی جا رہی ہے؟ Is tea being made?

Model Sentences

He is learning this lesson by heart.	۱۔ وہ اس سبق کو زبانی یاد کر رہا ہے۔
The doctor is looking after the patients.	۲۔ ڈاکٹر مریضوں کی دیکھ بھال کر رہا ہے۔
Our country is not progressing.	۳۔ ہمارا ملک ترقی نہیں کر رہا ہے۔
Are you not going to Karachi to spend the vacation?	۴۔ کیا آپ چھٹیاں گزارنے کے لیے کراچی نہیں جا رہے ہیں؟
Why are they looking at the sky?	۵۔ وہ آسمان کی طرف کیوں دیکھ رہے ہیں؟
Which story is he writing?	۶۔ وہ کون سی کہانی لکھ رہا ہے؟
Where are they playing the cricket match?	۷۔ وہ کرکٹ میچ کہاں کھیل رہے ہیں؟
Plants are being watered?	۸۔ پودوں کو پانی دیا جا رہا ہے؟
How is beggar being ridiculed?	۹۔ فقیر کا مذاق کیسے اڑایا جا رہا ہے؟
Why are we being called?	۱۰۔ ہمیں کیوں بلایا جا رہا ہے؟

Exercises

(Active Voice)

(۱) طلباء استاد کا لیکچر توجہ سے سُن رہے ہیں (۲) ڈاکٹر مریض کا معائنہ بہت احتیاط سے کر رہا ہے (۳) وہ اس سال انٹرمیڈیٹ کا امتحان دے رہا ہے (۴) ہمارا نظام تعلیم جدید دور کے تقاضوں کو پورا نہیں کر رہا ہے (۵) وہ آج کل ٹائیفائیڈ میں مبتلا ہے (۶) حکومت ملک کے معاشی حالات کو بہتر کیوں نہیں بنا رہی ہے؟ (۷) مریض کی حالت کیسے بہتر ہو رہی ہے؟ (۸) کیا تم غلط بیانی سے کام نہیں لے رہے ہو؟ (۹) بازار سے روزمرہ کا سودا سلف خریدنے کون جا رہا ہے؟ (۱۰) تم اسے سیر و تفریح کے لیے کہاں لے جا رہے ہو؟

Vocabulary 1.listening carefully 2.examining very carefuly 4.fulfilling the requirements 5.suffering from typhoid 6.economic conditions 7.improving 8.make false statement/tell a lie 9.grocery 10.excursion/picnic

(Passive Voice)

(۱) اس فریج کی مرمت کی جارہی ہے (۲) امتحانات کہاں منعقد کئے جارہے ہیں (۳) قیمتوں میں ہر سال اضافہ کیوں کیا جارہا ہے؟ (۴) سادہ لوح لوگ کن کے ہاتھوں مذاق کا نشانہ بن رہے ہیں؟ (۵) شرارتی طالب علموں کو سزا کیسے دی جارہی ہے؟ (۶) فضول باتوں میں وقت کیوں ضائع کیا جارہا ہے؟ (۷) کیا اسلم کو تربیت کے لیے امریکہ نہیں بھیجا جارہا ہے؟ (۸) ملک میں ریل گاڑیوں کی تعداد میں اضافہ کب کیا جارہا ہے؟ (۹) آپریشن تھیٹر میں مریض کا آپریشن کب کیا جارہا ہے؟ (۱۰) کیا چوروں سے سختی کا رویہ اختیار کیا جارہا ہے؟

Vocabulary 2.hold 4.simple 4.ridicule 5.naughty 6.idle talk 7.training 8.number 10.treated harshly

Present Perfect Tense

یہ کب استعمال کیا جاتا ہے؟

(a) **Present Perfect Tense** کسی ایسے (action) کے بتانے کے لیے استعمال کیا جاتا ہے جو حال ہی میں ابھی ابھی مکمل ہوا ہو۔ عام طور پر ایسے فقروں میں "just" بطور adverb استعمال کیا جاتا ہے۔ مثلاً

He has just gone out. وہ ابھی ابھی باہر گیا ہے / وہ ابھی ابھی باہر نکلا ہے۔

اسی بات کو اگر ماضی میں کہنا ہوگا تو کہیں گے

He went out a short while ago. وہ کچھ دیر پہلے باہر گیا / وہ کچھ دیر پہلے باہر نکلا

نوٹ عام طور پر Just منفی فقروں میں استعمال نہیں کیا جاسکتا جیسے .He has not just gone out

(b) **Present Perfect tense** کو ایک ایسے (action) کے ہونے کے لیے استعمال کرتے ہیں جس کے مکمل ہونے کا وقت ہمیں معلوم نہ ہو اور نہ ہی جس کا وقت یقینی (Definite) ہو۔ مثلاً

I have completed my work. میں نے اپنا کام مکمل کرلیا ہے

I have read Bal-e-Jibreel. میں نے بالِ جبریل پڑھی ہے

(c) **Present Perfect tense** کوایک ایسے (action) کو بتانے کے لیے استعمال کرتے ہیں جو کام مکمل تو ہو چکا ہو لیکن اس کا اثر (Present) میں اب بھی موجود ہے۔ مثلاً

The car has broken down. کارخراب ہوگئی ہے
(یعنی اب ہمیں دوسری سواری لینی پڑے گی)

I have finished my work. میں نے اپنا کام مکمل کرلیا ہے
(یعنی اب میں فارغ ہوں)

Present Perfect اور Past Indefinite میں فرق

نوٹ ایسے فقرے جو **Past Indefinite Tense** میں بنائے جاتے ہیں ان میں عام طور پر کام کے ہونے کے وقت کا ذکر (time adverb) نہیں ہوتا۔
یہ بات ظاہر کرتی ہے کہ ابھی کام کا اثر (Present) میں نہیں ہے مثلاً

The car broke down. کارخراب ہوگئی
(لیکن اب وہ ٹھیک کام کررہی ہے یا اس کو ٹھیک کروالیا گیا ہے)

Present Perfect Tense کو کسی ایسے (action) کے بیان کے لیے ظاہر کرتے ہیں جو ماضی میں کسی وقت شروع ہوا اور حال میں ابھی جاری ہے / ہورہا ہے۔ مثلاً

He has been in civil service for last three years. وہ پچھلے تین سال سے سول سروس میں ہے
(یعنی اب بھی سول سروس میں کام کرتا ہے)

We have waited for him all day. ہم نے اس کا سارادن انتظار کیا ہے
(یعنی اب بھی کررہے ہیں)

I have lived here all my life. میں اس جگہ ساری عمر رہا ہوں
(یعنی اب بھی رہ رہا ہوں)

They have always worked for us. انہوں نے ہمیشہ ہمارے لئے کام کیا ہے
(یعنی وہ اب بھی ہمارے لیے کام کرتے ہیں)

نوٹ مندرجہ ذیل (Adverbs) اس طرح کے جملوں میں استعمال ہوتے ہیں

for, since, all day/night/week, all my life, all the time,always, lately, never, recently, etc.

غیر مکمل شدہ عرصہ کو ہم مندرجہ ذیل Adverbial expression سے بھی ظاہر کر سکتے ہیں۔ مثلاً

today, this morning/afternoon/evening/week/month/year/century etc.

نوٹ اس بات کا خیال رکھنا چاہیے کہ Present Perfect کو ہم **This morning** کے adverb کے ساتھ تقریباً اس دن کے **ایک بجے** تک ہی استعمال کر سکتے ہیں کیونکہ اس کے بعد this morning ایک مکمل عرصہ بن جاتا ہے اور پھر ہمیں past indefinite کو استعمال کرنا چاہیے۔ مثلاً

At (11 a.m.): Hassan has rung up three times this morning.

گیارہ بجے حسن نے اس صبح تین دفعہ فون کیا ہے

لیکن **دو بجے دوپہر**

At (2.p.m.): Hassan rang up three times this morning.

ایسے ہی **this afternoon** تقریباً **پانچ بجے** کے قریب ختم ہو جائے گا۔

At (4.p.m.): I haven't seen Hassan this afternoon.

چار بجے میں اس سہ پہر حسن سے نہیں ملا ہوں

چھ بجے

At (6.p.m.): I didn't see Hassan this afternoon.

Present Perfect Tense ایسے ہی مندرجہ ذیل (Adverbials) کے ساتھ استعمال کیا جا سکتا ہے۔ مثلاً

ever, never, always, occasionally, often, several times etc.

Have you ever failed in the examination?.

کیا آپ کبھی امتحان میں فیل ہوئے ہیں؟
(یہاں جس سے سوال کیا جا رہا ہے اس کے بارے میں یہ بات یقینی ہے کہ وہ ابھی تعلیم حاصل کر رہا ہے)

Did you ever fail in the examination?.

لیکن کیا آپ کبھی امتحان میں فیل ہوئے؟
(یہاں جس سے سوال کیا جا رہا ہے اس کے بارے میں یہ بات یقینی ہے کہ وہ تعلیم حاصل کر چکا ہے)

Present Perfect Tense کو for اور since کے ساتھ بھی استعمال کیا جاتا ہے۔

For کو (Period of time) یعنی وقت کا عرصہ بتانے کے لیے استعمال کیا جاتا ہے جیسے for six weeks یا for a long time اگر for two years یعنی for + time کو Past Indefinite tense میں استعمال کیا گیا ہو تو اس سے مراد ہوگا کہ ذکر کیا گیا وقت for two years ختم ہو چکا ہے۔ مثلاً

We lived in Lahore for two years. — میں دو سال لاہور میں رہا
(یعنی اب ہم لاہور میں نہیں رہتے)

جب ہم for + time کو Perfect Continuous یا Present Perfect میں استعمال کریں تو اس سے مراد ہے کہ کام ماضی میں شروع ہوا اور ابھی حال میں بھی جاری ہے۔ مثلاً

We have lived in Lahore for ten years. — ہم دس سال لاہور میں رہے ہیں
(اور ابھی تک رہ رہے ہیں)

نوٹ: for کو بعض اوقات wait, be اور live ایسے افعال والے جملوں میں (time adverb) سے پہلے استعمال نہیں کیا جاتا۔ عام طور پر They have lived here for an hour استعمال نہیں کرتے بلکہ They have lived here an hour / two weeks. لکھتے ہیں

for کو ایسے Time adverbs سے پہلے بھی نہیں لگایا جاتا جو all سے شروع ہوتے ہیں یعنی They have worked for all night درست نہیں ہوگا بلکہ They have worked all night. درست ہوگا.

Since کو **Point in time** کے لیے استعمال کیا جاتا ہے اور اس کا معنی ہوتا ہے کہ اس point سے لے کر بولنے کے وقت تک یہ عام طور پر Perfect tenses میں استعمال کیا جاتا ہے۔ مثلاً

She has been reading since five o'clock. — وہ پانچ بجے سے پڑھ رہی ہے
(یعنی اور اب تک پڑھ رہی ہے)

نوٹ: کیونکہ اس طرح کے استعمال میں Present Perfect اور Present Perfect Continuous مشترک ہو جاتے ہیں یعنی یہ دونوں Tense کسی ایسے Action کو ظاہر کرتے ہیں جو ماضی میں کسی وقت شروع ہوا اور حال میں ابھی تک ہو رہا ہے۔ اس لیے Action کے ہو رہے ہونے کو بتانے کے لیے ہم اردو ترجمے میں رہا ہے، رہے ہیں وغیرہ ہی استعمال کرتے ہیں۔

since + clause بھی استعمال کیا جاسکتا ہے

I have worked here since I came to this city.	میں یہاں کام کر رہا ہوں جب سے میں اس شہر میں آیا ہوں
He had a bad cold last week and has been off work ever since.	اسے پچھلے ہفتہ بخار آ گیا اور تب سے وہ کام سے غیر حاضر ہے

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

Verb = helping verb + main verb = has/have + 3rd form

(کسان کھیت میں ہل چلا چکا ہے۔)

The farmer	has	ploughed the	field.
(s)	(hv)	(mv)	(o)

Present Perfect Tense حال میں کسی Action کے مکمل ہو جانے کو ظاہر کرتا ہے۔اس Tense کے اردو کے فقرے کے آخر میں چکا ہے، چکی ہے، چکے ہیں، لیا ہے، لیے ہیں وغیرہ آتا ہے۔اس Tense میں Has یا Have بطور helping verb استعمال ہوتے ہیں اور verb کی 3rd form (past participle) استعمال کی جاتی ہے۔ Singular Noun یا 3rd person singular pronoun کے ساتھ has بطور helping verb استعمال کیا جاتا ہے۔ plural noun کے ساتھ اور باقی Pronouns کے ساتھ have بطور helping verb استعمال کیا جاتا ہے۔مثلاً

(Singular noun) Ali has played hockey.	علی ہاکی کھیل چکا ہے۔
(Singular pronoun) He has gone.	وہ جا چکا ہے۔
(Plural) His brothers have returned from America.	اس کے بھائی امریکہ سے آ چکے ہیں۔
(Plural) We have passed the examination.	ہم نے امتحان پاس کر لیا ہے۔

منفی فقرات میں helping verb کے بعد not لگا دیتے ہیں۔مثلاً

He has not come back from London.	وہ لندن سے واپس نہیں آیا ہے۔
You have not completed your work.	تم نے اپنا کام مکمل نہیں کیا ہے۔

سوالیہ فقرات میں helping verb کوفقرے کے شروع میں لگادیتے ہیں۔مثلاً

Has she cooked food?	کیاوہ کھاناپکاچکی ہے؟
Have you cleaned the table?	کیاتم میزصاف کرچکے ہو؟

Passive Voice

بنانے کاطریقہ

Object + Verb + Subject + Adverb

(helping verb, main verb
has been/have been
+ 3rd form)

Present Perfect Tense کے اُردو Passive Voice فقروں میں جاچکا ہے، جاچکی ہے یاکرلیا گیا ہے وغیرہ آتا ہے۔مثلاً

The book has been written.	کتاب لکھ لی گئی ہے/ لکھی جاچکی ہے۔
Why have we been punished?	ہمیں کیوں سزادی گئی ہے؟

منفی فقرات میں helping verb کے بعد not لگادیتے ہیں۔

Ahmed has not been fined.	احمدکوجرمانہ نہیں کیاگیاہے۔

سوالیہ فقرات میں پہلے helping verb کوفقرہ کے شروع میں لایاجاتا ہے۔مثلاً

Has the house been whitewashed?	کیامکان کوسفیدی کی جاچکی ہے؟

Model Sentences

You have postponed your programme.	۱۔ تم اپناپروگرام ملتوی کرچکے ہو۔
Have you written the poem?.	۲۔ کیاتم نظم لکھ چکے ہو؟۔
The storm has stopped but why has the sun not appeared?.	۳۔ طوفان تھم چکاہے مگرسورج نمودارکیوں نہیں ہوا ہے؟۔
Have all the people taken meal?	۴۔ کیاتمام لوگوں نے کھاناکھالیاہے؟۔
Has she not given a book to her sister?	۵۔ کیااس نے ایک کتاب اپنی بہن کونہیں دی ہے؟۔
How has the doctor felt the pulse of the patient?	۶۔ ڈاکٹرصاحب مریض کی نبض کیسے دیکھ چکے ہیں؟۔
When has he stayed in a hotel?.	۷۔وہ کب ایک ہوٹل میں قیام کرچکاہے؟۔

Where has the villager sold the melons?	۸۔ دیہاتی خربوزے کہاں فروخت کر چکا ہے؟۔
Have we not travelled from Karachi by the same bus?	۹۔ کیا ہم کراچی سے ایک ہی بس میں سفر نہیں کر چکے ہیں؟۔
Why have different rumours spread?	۱۰۔ مختلف افواہیں کیوں پھیل چکی ہیں؟۔

Exercise

(Active Voice)

(۱) پاکستان کرکٹ ٹیم نے انڈیا کی کرکٹ ٹیم سے بدلہ لے لیا ہے (۲) میڈیکل سائنسدانوں نے کسی حد تک کینسر پر قابو پا لیا ہے (۳) ڈاکٹروں نے اس کا علاج کیوں نہیں کیا ہے؟ (۴) ہمارے کھلاڑیوں نے میچ کیسے ہار دیا ہے؟ (۵) اسے بہت اچھی نوکری کب ملی ہے؟ (۶) گیٹ کس نے کھٹکھٹایا ہے؟ (۷) آپ نے ووٹ کب ڈالا ہے؟ (۸) ہمارے کسانوں نے نئی قسم کے بیج بونا شروع کر دیئے ہیں (۹) کیا تم نے صدر کی تقریر نہیں سنی ہے؟ (۱۰) کیا اس نے اپنی بیوی سے بے وفائی کی ہے؟

Vocabulary **1.**revenge **2.**some extent **2.**overcome **3.**treated **4.**lost **5.**got **7.**cast **8.** sow **10.**deceive

(Passive Voice)

(۱) مہمانوں کی بہت عزت افزائی کی گئی ہے (۲) کھانا میز پر کب لگایا گیا ہے؟ (۳) امتحانات کے نتائج کا اعلان کیوں نہیں کیا گیا ہے؟ (۴) بے روزگاروں کو قرض دینے کے لیے ایک نیا بینک کہاں قائم کیا گیا ہے؟ (۵) کیا اس کی ضمانت منظور نہیں کر لی گئی ہے؟ (۶) اسے نوکری سے کب معطل کیا گیا ہے؟ (۷) اس کا حساب کیوں نہیں چکایا گیا ہے؟ (۸) ڈاکٹر کے آنے سے پہلے مریض کا آپریشن کیا جا چکا ہے (۱۰) امریکہ میں غلام جانوروں کی طرح فروخت کیے جا چکے ہیں۔

Vocabulary **1.**honoured **2.**put/set **3.**announced/declared **4.**unemployed **5.**bail **5.**accepted **6.**suspended **7.**settle account

Present Perfect Continuous Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Present Perfect Continuous Tense کسی ایسے کام (action) کے لیے استعمال ہوتا ہے جو ماضی میں شروع ہوا اور اب تک ہو رہا ہے مثلاً

I have been waiting for him for one hour. میں اس کا ایک گھنٹہ سے انتظار کر رہا ہوں

(and he still has not turned up) (اور وہ ابھی تک نہیں آیا)

They have been playing since 5 o'cock وہ پانچ بجے سے کھیل رہے ہیں

(means they are still playing) (یعنی اب بھی کھیل رہے ہیں)

(b) Present Perfect Continuous Tense کو کسی ایسے کام (action) کے لیے بھی استعمال کرتے ہیں جو ابھی حال ہی میں / تھوڑی دیر پہلے ختم ہوا ہو مثلاً

I'm sorry I'm late, have you been waiting long? معاف فرمایئے گا مجھے دیر ہو گئی کیا آپ کافی دیر سے انتظار کر رہے ہیں؟

نوٹ: اس بات کا خیال رہے کہ وہ تمام (verbs) جن کے بارے میں کہا گیا کہ وہ Present Continuous میں استعمال نہیں کیے جائیں گے وہ اس tense میں بھی استعمال نہیں کیے جائیں گے سوائے یہ کہ وہ کسی دوسرے مفہوم میں استعمال ہوں مثلاً

Ahmed has been seeing the doctor for two weeks.

نوٹ: یہاں Sense Verb (See) ملاقات کرنے کے مفہوم میں ہے۔

Wish اور Want جیسے Verbs کا استعمال بھی اس tense میں ممکن ہے مثلاً

Thank you for this watch, I have been wanting it for ages. اس گھڑی کے لیے آپ کا شکریہ، میں بہت عرصہ سے اس کی خواہش کرتا رہا ہوں۔

Active Voice

بنانے کا طریقہ

Subject + Verb + Object

Verb:
- helping verb + main verb
- has been + 1st form+ing
- have been+ 1st form+ing

We have been playing cricket since four o' clock. ہم چار بجے سے کرکٹ کھیل رہے ہیں۔

Present Perfect Continuous Tense کو اُردو میں کسی ایسے کام کے ظاہر کرنے کے لیے استعمال کیا جاتا ہے جو ماضی میں کسی خاص وقت میں شروع ہوا اور حال میں اب تک ہو رہا ہے یا ختم تو ہو چکا ہے مگر ابھی تک حال کے ساتھ اس کا تعلق ہے۔ مثلاً

I have been studying in this college for two years. میں دوسال سے اس کالج میں پڑھ رہا ہوں۔

(کام ابھی تک ہو رہا ہے)

I have been studying in this college. میں اس کالج میں پڑھتا رہا ہوں۔

(اب نہیں پڑھ رہا ہوں)

منفی فقرات میں helping verb کے بعد not لگا دیا جاتا ہے۔ مثلاً

He has not been doing anything for two years. وہ دوسال سے کچھ نہیں کر رہا ہے۔

سوالیہ فقرات میں helping verb کو فقرے کی ابتدا میں لے آتے ہیں۔ مثلاً

Has he been reading the book since morning? کیا وہ صبح سے کتاب پڑھ رہا ہے؟

اس بات کا خیال رہے کہ Perfect Continuous کے اردو کے جملہ میں Action کے شروع ہونے کا وقت موجود ہو یا مضمر ہو، جیسے

It has been raining since morning. صبح سے بارش ہو رہی ہے۔

اگر اس جملہ میں سے صبح سے کو نکال دیا جائے تو یہ جملہ Present Perfect Continuous کی بجائے Simple Present Continuous کا ہو جائے گا۔ مثلاً

It is raining. بارش ہو رہی ہے۔

Present Perfect Continuous میں وقت کو بتانے کے لیے Since یا For کا استعمال کرتے ہیں مندرجہ ذیل چارٹ کو بغور دیکھیں۔

Since (Point in time)	For (Period of time)
Since morning	For two hours
Since yesterday	For three weeks
Since four o'clock	For nine years
Since September	For many days
Since etc.	For etc.

Passive Voice

نوٹ Present Perfect Continuous کو انگریزی میں Passive Voice کے لیے استعمال نہیں کیا جاتا اگرچہ اس کا جملہ اردو میں بن سکتا ہے کچھ ماہرین اس کا جملہ انگریزی میں بناتے ہیں مگر یہ چیز انگریزی کے رزمرّہ کے برعکس ہے۔

Model Sentences

Guests have been taking rest since noon.	۱۔ مہمان دوپہر سے آرام کر رہے ہیں۔
We have not been waiting for you since yesterday.	۲۔ ہم کل سے تمہارا انتظار نہیں کر رہے ہیں۔
Have the passengers not been waiting for the plane for six hours?	۳۔ کیا مسافر چھ گھنٹے سے جہاز کا انتظار نہیں کر رہے ہیں؟
Have you not been awaking the whole night?	۴۔ کیا تم ساری رات نہیں جاگتے رہے ہو؟
Has she been weeping since yesterday?	۵۔ کیا وہ کل سے روتی رہی ہے؟
Has Ali been weeping with pain since mid-night?.	۶۔ کیا علی آدھی رات سے درد کی وجہ سے روتا رہا ہے؟
He has been securing first position for many years.	۷۔ وہ کئی سالوں سے امتحان میں اوّل آتا رہا ہے۔
He has been hoping to go on pilgrimage since 1990.	۸۔ وہ ۱۹۹۰ سے حج پر جانے کی امید کر رہا ہے۔
Has he not been searching for his lost brother for two days?.	۹۔ کیا وہ دو دنوں سے اپنے گمشدہ بھائی کو تلاش نہیں کر رہا ہے؟۔
Television has been telecasting sub-standard films for many years..	۱۰۔ ٹیلی ویژن کئی سالوں سے غیر معیاری فلمیں دکھاتا رہا ہے۔

Exercise

(Active Voice)

(۱) یہ لاپرواطالب علم گزشتہ کئی سالوں سے امتحان میں فیل ہو رہا ہے (۲) شکاری پانچ گھنٹے سے ہرن کا تعاقب کر رہا ہے۔ (۳) کسان گزشتہ تین دنوں سے فصلوں کو پانی کیوں نہیں دے رہا ہے؟ (۴) ہمارا ملک پچھلے کئی سالوں سے ترقی کیوں نہیں کر رہا ہے؟ (۵) کیا وہ پچھلے دس سالوں سے ٹکٹیں جمع کر رہا ہے؟ (۶) وہ صبح سے مجھے کس طرح پریشان کر رہا ہے؟ (۷) کیا عوام بڑھتی ہوئی قیمتوں کے خلاف سڑکوں پر احتجاج کرتے رہے ہیں؟ (۸) آپ کتنے دن سے بیماری کا شکار رہے ہیں؟ (۹) مسخرا آج صبح سے لوگوں کو کیسے ہنسا رہا ہے؟ (۱۰) آپ پچھلے سال سے تفریح کے لیے کہاں جاتے رہے ہیں؟

Vocabulary 1.careless 2.hunter 2.chase 3.water 5.collect 6.make worry 7.increasing prices 7.protest 8.suffer 9.jester 9.make laugh 10.picnic

Past Indefinite Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Past Indefinite Tense کو ایک ایسے کام action کو ظاہر کرنے کے لیے استعمال کرتے ہیں جو ماضی میں کسی خاص وقت میں مکمل ہو گیا ہو۔ بعض اوقات کوئی Adverbial بھی فقرے میں استعمال کیا جاتا ہے مثلاً

I saw him yesterday. — میں اس سے کل ملا۔

They received this letter a week ago. — انہیں یہ خط ایک ہفتہ پہلے ملا۔

(b) اس tense کو بغیر adverb کے بھی استعمال کیا جاتا ہے اگرچہ وقت کا مفہوم جملہ میں مضمر Implied ہوتا ہے یا context میں موجود ہوتا ہے

I bought this book in Karachi. — میں نے اس کتاب کو کراچی میں خریدا۔

How did you find my house? — تمہیں میرا مکان کیسے ملا؟

(c) اس tense کو ماضی میں کسی کام کو عادتاً کرنے کے لیے بھی استعمال کیا جاتا ہے

He always carried an umbrella. — وہ ہمیشہ چھتری اٹھائے پھرتا تھا۔

He studied many hours daily. — وہ روزانہ کئی گھنٹے پڑھا کرتا تھا۔

(d) یہ کسی ایسے کام action کو ظاہر کرنے کے لیے بھی استعمال کیا جاتا ہے جو ماضی میں شروع ہوا اور ماضی میں ہی ختم ہو گیا مثلاً

He worked in that factory for four years. — اس نے اس فیکٹری میں چار سال کام کیا۔
(یعنی اب وہ وہاں کام نہیں کرتا ہے)

He lived in Karachi for a long time. — وہ کراچی میں ایک لمبا عرصہ رہا۔
(یعنی وہ اب کراچی میں نہیں رہتا)

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

(Verb → 2nd form of verb)

I saw a movie yesterday. — میں نے کل ایک فلم دیکھی۔

Past Indefinite Tense میں ایسے action کو ظاہر کرتے ہیں جو مکمل ہو چکے ہوں اور اب ماضی کا حصہ بن گئے ہوں۔ عام طور پر اس Tense کے اردو کے فقرات کے آخر میں ا،ی،ے، یا آتا ہے مثلاً

I thanked God. — میں نے خدا کا شکر ادا کیا۔

Ahmed congratulated me on my success. — احمد نے میری کامیابی پر مجھے مبارک باد دی۔

Past Indefinite وہ واحد Tense ہے جس میں verb کی دوسری فارم (Past Tense) استعمال کی جاتی ہے۔ کیونکہ اس Tense میں کوئی helping verb نہیں استعمال کیا جاتا اس لیے

منفی فقرات بناتے وقت do کی دوسری فارم did کے ساتھ not لگاتے ہیں۔ اور main verb جو مثبت جملوں میں دوسری فارم میں ہوتا ہے کو پہلی فارم میں لے جاتے ہیں۔ مثلاً

I did not tease him. — میں نے اس کو تنگ نہیں کیا۔

Hassan did not break the cup. — حسن نے پیالی نہیں توڑی۔

سوالیہ فقرات میں did کو فقرے کے شروع میں لگا دیتے ہیں۔ مثلاً

Did the boys make a noise in the absence of the teacher? — کیا بچوں نے استاد کی غیر حاضری میں شور مچایا؟

Did our parents teach us to respect the elders? — کیا ہمارے ماں باپ نے ہمیں بڑوں کا ادب کرنا سکھایا؟

کبھی کبھی Past Indefinite میں did کو صرف تاکید یا زور دینے کے لیے استعمال کرتے ہیں۔ مثلاً

I did give him your message. — میں نے اسے ضرور تمہارا پیغام پہنچایا۔

They did complain against you. — انہوں نے تمہارے خلاف ضرور شکایت کی۔

Passive Voice

بنانے کا طریقہ

Object + Verb + Subject + Adverb

helping verb+main verb
was/were+ 3rd form

This play was liked very much. — اس کھیل کو بہت پسند کیا گیا۔

اس Tense کے اردو کے جملوں کے آخر میں گیا، گئی، گئے وغیرہ main verb کے بعد آتا ہے جیسے لکھا گیا، کھایا گیا وغیرہ۔

منفی فقرات میں helping verb کے بعد not لگاتے ہیں۔ مثلاً

He was not rewarded on his promotion. — اسے اس کی ترقی پر انعام نہیں دیا گیا۔

سوالیہ فقرات میں helping verb کو فقرے کے شروع میں لے آتے ہیں۔

Was the car repaired? — کیا گاڑی مرمت کی گئی؟

Were the clothes ironed? — کیا کپڑے استری کیے گئے؟

Model Sentences

The dog chased the cat.	ا۔ کتے نے بلی کا تعاقب کیا۔
Did your brother tell a lie?	۲۔ کیا آپ کے بھائی نے جھوٹ بولا؟
Why did they not come to see me off?	۳۔ وہ مجھے الوداع کہنے کیوں نہیں آئے؟
Did people not protest against this government?	۴۔ کیا لوگوں نے اس حکومت کے خلاف احتجاج نہ کیا؟
How did he tear the book?	۵۔ اس نے کتاب کیسے پھاڑ دی؟
Where did the principal give away the prizes?	۶۔ پرنسپل نے انعامات کہاں تقسیم کئے؟
When was the naughty boy turned out of the class?	۷۔ شریر لڑکے کو کب کلاس سے نکال دیا گیا؟
Who was killed by the police?	۸۔ پولیس کے ہاتھوں کون مارا گیا؟
Where was the boy awarded a prize for his bravery?	۹۔ لڑکے کو اس کی بہادری کا انعام کہاں دیا گیا؟
Where was the dead buried?	۱۰۔ مردے کو کہاں دفن کیا گیا؟

Exercise

(Active Voice)

(۱) میں نے اپنی بیوی کو اس کی سالگرہ پر خوبصورت تحفہ دیا۔ (۲) مریض نے کل صبح دم توڑا۔ (۳) ڈاکٹر نے ملازمت سے استعفیٰ کیوں نہیں دیا؟ (۴) ہوائی جہاز نے پونے نو بجے پرواز شروع نہیں کی (۵) تمہاری والدہ نے چاول کس طرح پکائے؟ (۶) کیا افسر نے اپنے ماتحت کو تبدیل کر دیا؟ (۷) پولیس نے اسے رنگے ہاتھوں کہاں پکڑا؟ (۸) مال گاڑی بس سے کہاں ٹکرائی؟ (۹) تم نے مجھے اپنے نتیجے سے آگاہ کیوں نہیں کیا؟ (۱۰) گاڑی ریلوے سٹیشن سے کب چھوٹی؟

Vocabulary 1.gift 2.breathed his last/died 3.resign 4.flight 5.cook 6.subordinate 7.red handed 8.collide

(Passive Voice)

(۱) ملزم کو ضمانت پر رہا کر دیا۔ (۲) دروازے پر نقش و نگار رنگوں سے بنائے گئے۔ (۳) مریض کا آپریشن کب کیا گیا؟ (۴) کالج کتنے مہینے کے لیے بند کر دیا گیا؟ (۵) کیا مہمانوں کی چائے سے تواضع نہیں کی گئی؟ (۶) کیا اسے میرے تحائف نہیں بھیجے گئے؟ (۷) یہ مشکل کام کیسے انجام پذیر ہوا؟ (۸) ملزم کو دو سال کی قید نہ دی گئی (۹) حکومت کے خلاف سازش کب تیار کی گئی؟ (۱۰) پچھلے عام انتخابات ۱۹۹۶ میں منعقد ہوئے تھے۔

Vocabulary 1.release on bail 2.decorations 5.entertain/serve 7.bring to an end 8.imprisonment 9.plot/intrigue

Past Continuous Tense

یہ کب استعمال کیا جاتا ہے؟

(a) **Past Continuous Tense** کو کسی ایسے (action) کے لیے استعمال کرتے ہیں جو ماضی میں کسی وقت ہو رہا تھا۔ کام ہونے کا وقت کبھی ظاہر کر دیا جاتا ہے اور کبھی نہیں، مثلاً

We were watching TV all the evening.	ساری شام ہم ٹی وی دیکھ رہے تھے۔
They were working hard.	وہ سخت محنت کر رہے تھے۔
They were talking when she came.	وہ باتیں کر رہے تھے جب وہ آئی۔

(b) اس tense کو ماضی میں Present Continuous کے متبادل (Equivalent) کے طور پر بھی استعمال کیا جاتا ہے مثلاً

Direct speech:

He said, "I am leaving this city." — اس نے کہا "میں اس شہر کو چھوڑ رہا ہوں"

Indirect speech:

He said that he was leaving the city. — اس نے کہا کہ وہ اس شہر کو چھوڑ رہا (تھا) ہے

(c) جس طرح Present Continuous کو مستقبل میں ہونے والے کاموں کو ظاہر کرنے کے لیے استعمال کیا جاتا ہے اسی طرح Past Continuous کو بھی ماضی میں Future میں ہونے والے کاموں کو ظاہر کرنے کے لیے استعمال کیا جاتا ہے مثلاً

He was busy reading his books, for he was taking his first paper that week. — وہ کتابیں پڑھنے میں مصروف تھا کیونکہ اسی ہفتہ وہ اپنا پہلا پرچہ دے رہا تھا

(d) اس tense کو مندرجہ ذیل adverbs کے ساتھ پکی عادتیں یا ضد یا ہٹ دھرمی کے لیے بھی استعمال کیا جاتا ہے۔ Continually, always, persistently, etc.

He was always ringing me up. — وہ ہمیشہ مجھے ٹیلیفون کرتا رہتا تھا۔

He was continually teasing me. — وہ مسلسل مجھے پریشان کرتا رہتا تھا۔

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

(Verb = helping verb+main verb: was / were + 1st form + ing)

She was washing clothes in the morning — وہ صبح کپڑے دھو رہی تھی۔

Past Continuous Tense ماضی میں کسی کام کے ہو رہے ہونے کو ظاہر کرتا ہے اس Tense کے اردو کے فقرات میں رہا تھا، رہی تھی، رہے تھے وغیرہ آتا ہے اور helping verb کے بعد فعل کی پہلی فارم کے ساتھ ing (present participle) استعمال کی جاتی ہے۔

منفی فقرات helping verb کے بعد not لگا کر بناتے ہیں۔

He was not listening to me attentively. وہ میری بات توجہ سے نہیں سن رہا تھا۔

سوالیہ فقرات میں helping verb کو subject سے پہلے لایا جاتا ہے۔

Was he taking the examination last year? کیا وہ پچھلے سال امتحان دے رہا تھا؟

Passive Voice

بنانے کا طریقہ

Object + Verb + Subject + Adverb

(Verb →) helping verb / main verb
was being / were being
+ 3rd form

Past Continuous کے Passive Voice کے اردو کے فقرات میں جا رہا تھا، جا رہی تھی، جا رہے تھے وغیرہ آتا ہے۔ Main Verb میں 3rd form اور اس سے پہلے helping verb کے طور پر was being یا were being استعمال کیا جاتا ہے۔

منفی فقرات میں helping verb کے بعد not آتا ہے۔ مثلاً

The car was not being repaired. کار مرمت نہیں کی جا رہی تھی۔

سوالیہ فقرات میں helping verb کو فقرے کے شروع میں لے آتے ہیں۔

Was the property being divided between the two brothers? کیا جائیداد دونوں بھائیوں کے درمیان تقسیم کی جا رہی تھی؟

Model Sentences

Some children were collecting waste papers.	ا۔ کچھ بچے ردی کاغذ اکٹھے کر رہے تھے۔
Why was my father not telling me a story?	۲۔ میرے ابو مجھے کہانی کیوں نہیں سنا رہے تھے؟
How was the old man dozing in the room?	۳۔ بوڑھا آدمی کمرے میں کیسے اونگھ رہا تھا؟
Was he asking the people to get back?	۴۔ کیا وہ لوگوں کو پیچھے ہٹنے کے لیے کہہ رہا تھا؟
The government was not releasing him.	۵۔ حکومت اس کو رہا نہیں کر رہی تھی۔
Was our book being printed again?	۶۔ کیا ہماری کتاب کو نئے سرے سے چھاپا جا رہا تھا؟
Where was Ahmad being searched ?	۷۔ احمد کو کہاں تلاش کیا جا رہا تھا؟

۸۔ نئے مدرسے کی بنیاد کب رکھی جارہی تھی؟
When was the foundation of the new school being laid?

۹۔ کیا مکان کی سفیدی ہورہی تھی؟
Was the house being white-washed?

۱۰۔ شاعر کو داد نہیں دی جارہی تھی۔
The poet was not being applauded.

Exercise

(Active Voice)

(۱) وہ کل جنگل سے گزر رہے تھے (۲) وہ گاؤں کو خوبصورتی سے سجا رہے تھے (۳) درزی سوئی میں دھاگہ ڈال رہا تھا (۴) کتنے طلباء تقریری مباحثے میں حصہ لے رہے تھے؟ (۵) کیا دونوں کھلاڑی گیند کے پیچھے نہیں بھاگ رہے تھے؟ (۶) آپ کے مکان کی تزئین و آرائش کون کر رہا تھا؟ (۷) پولیس ہجوم کو کیسے منتشر کر رہی تھی؟ (۸) کیا تم اپنی بیٹی کے بالوں میں کنگھی کر رہی تھی؟ (۹) وہ تیر کر دریا پار کیوں نہیں کر رہا تھا؟ (۱۰) وہ آپ کو استعفیٰ دینے پر کیوں مجبور کر رہے تھے؟

Vocabulary **1.**pass through **2.**decorate **3.**thread **4.**declamatory/debating contest **5.**chase **6.**decorate **7.**disperse **8.**comb **9.**swim across **10.**make you resign

(Passive Voice)

(۱) تمام پودے جڑ سے اکھاڑے جارہے تھے (۲) اسے صبر سے کام لینے کی تلقین کی جارہی تھی (۳) تمام سیاسی رہنما رہا کیوں نہیں کیے جارہے تھے؟ (۴) کئی بے گناہوں کو گرفتار کیوں کیا جارہا تھا؟ (۵) گاڑی کی مرمت کہاں کی جارہی تھی؟ (۶) چڑیا پنجرے سے کیوں نکالی جارہی تھی؟ (۷) اس جگہ تصویروں کی نمائش کب کی جارہی تھی؟ (۸) غریب طالب علم سے اظہار ہمدردی کیسے کیا جارہا تھا؟ (۹) وہاں مریضوں کی دیکھ بھال اچھی طرح نہیں کی جارہی تھی (۱۰) والی بال سے ہوا کیوں نکالی جارہی تھی؟

Vocabulary **1.**uproot **2.**patience **2.**persuade **3.**release **4.**innocent **6.**cage **7.**exhibition **8.**sympathize **9.** deflate

Past Perfect Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Past Perfect Tense ماضی میں Present Perfect کا متبادل ہے مثلاً

He said, "I have done my duty." اس نے کہا میں نے اپنا فرض ادا کر دیا ہے۔

He said that he had done his duty. اس نے کہا وہ اپنا فرض ادا کر چکا تھا۔

(b) Past Perfect کو کسی ایسے (action) کے مکمل ہو چکے ہونے کے لیے استعمال کرتے ہیں جو ماضی میں کسی خاص وقت certain (moment) سے پہلے ہی مکمل ہو چکا ہے مثلاً

I had met him in Islamabad in 1992. میں ۱۹۹۲ میں اس سے اسلام آباد میں مل چکا تھا۔

(c) Past Perfect کو ماضی میں دو مختلف وقتوں میں ہونے والے (actions) کو ظاہر کرنے کے لیے بھی استعمال کرتے ہیں جن میں سے ایک action دوسرے action سے پہلے ہوا ہو۔ جو کام پہلے ہوا اس کو Past Perfect میں ظاہر کرتے ہیں اور جو کام بعد میں ہوا اسے Past Indefinite میں ظاہر کرتے ہیں مثلاً

When I reached the airport, the plane had taken off. جب میں ائیر پورٹ پر پہنچا تو جہاز پرواز کر چکا تھا۔

نوٹ: عام طور پر ہم when کو Past Perfect سے پہلے اس وقت استعمال کرتے ہیں جب ہم اس بات پر زور (emphasize) دینا چاہتے ہیں کہ پہلے ہونے والا کام دوسرے ہونے والے کام سے پہلے شروع ہوا۔ مثلاً

When she had sung a song, she sat down. جب وہ گانا گا چکی تو بیٹھ گئی۔

اس فقرے کو اگر یوں کہا جائے (When she sang she sat down) تو شاید یہ تاثر ہوں کہ اس نے بیٹھتے ہوئے گانا گایا۔

before, till / untill کو کام کے مکمل ہونے پر زور دینے کے لیے استعمال کیا جاسکتا ہے یا کسی متوقع کام کے مکمل ہونے لیے بھی استعمال کیا جاسکتا ہے لیکن ایسے جملوں میں مندرجہ ذیل ترتیب (order) کو استعمال کرنا بہتر ہے

Past Indefinite + till / until +Past Perfect clause مثلاً

He did not accept the offer till / until he had read the script. اس نے پیشکش کو قبول نہ کیا جب تک اس نے مسودہ نہ پڑھ لیا تھا۔

He did not wait till/until we had finished our meal. اس نے انتظار نہ کیا جب تک ہم نے کھانا ختم کر لیا تھا۔ (اُس نے ہمارے کھانا ختم کرنے کا انتظار نہ کیا)

(d) تاہم **before** کے ساتھ ذیل کی ترتیب استعمال کرنی چاہیے۔

مثلاً before + Past Perfect + Past Indefinite

Before we had finished our job, he ordered us back to the head office. اس سے قبل کہ ہم اپنا کام ختم کر چکتے اس نے ہمیں واپس ہیڈ آفس بلا لیا۔

Before we had walked ten miles, he fell fainted. اس سے قبل کہ ہم دس میل چل لیتے وہ بے ہوش ہو کر گر پڑا۔

(e) after عام طور پر Past Perfect کے ساتھ آتا ہے مثلاً

After he had taken the examination, he felt immensely relieved. امتحان دے چکنے کے بعد اس نے انتہائی سکون محسوس کیا۔

(f) **Verbs of thinking** (mental activity) جن کا ذکر Present Continuous میں کیا گیا ہے عام طور پر Past Perfect میں استعمال نہیں ہوتے سوائے اس وقت کہ جب ایسے جملوں میں کوئی عرصہ Period of Time بتلانے والا Adverb نہ استعمال ہوا ہو۔ مثلاً

When he had known me for a year he invited me to tea. جب وہ مجھے ایک سال کے عرصہ تک جان چکا تھا تو اس نے مجھے چائے پر مدعو کیا۔

(لیکن)

When I knew the work of one department thoroughly, I was moved to the next department. جب میں نے ایک شعبہ کا کام سیکھ لیا تو مجھے دوسرے شعبہ میں منتقل کر دیا گیا۔

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + adverb

Verb = helping verb+main verb
had + 3rd form

He had read the book before the sunset. وہ سورج غروب ہونے سے پہلے کتاب پڑھ چکا تھا۔

Past Perfect Tense کے اردو کے فقرات میں چکا تھا، چکی تھی، لیا تھا وغیرہ آتا ہے۔اس میں had کے ساتھ verb کی تیسری فارم (past participle) استعمال کی جاتی ہے۔ Past Perfect انگریزی میں زیادہ تر کسی Time Adverbial کے ساتھ استعمال ہوتا ہے۔جیسے اوپر والے فقرے میں before the sunset استعمال ہوا ہے یا یہ Tense ماضی میں دو ایسے actions کو ظاہر کرتا ہے جن کا زمانہ ایک دوسرے سے مختلف ہو ایسے جملوں میں ایسا action جو پہلے ہوا ہو اس کا ترجمہ انگریزی میں past perfect میں کرتے ہیں اور وہ action جو بعد میں ہوا ہو اس کا ترجمہ past indefinite میں کرتے ہیں۔مثلاً

When I got up, the sun had risen. — جب میں اٹھا تو سورج طلوع ہو چکا تھا۔

(سورج نکلنے کا کام پہلے ہوا) (اٹھنے کا کام بعد میں ہوا)

I had had tea before he came from the office. — اس کے دفتر سے آنے سے پہلے میں چائے پی چکا تھا۔

(آنے کا کام بعد میں ہوا) (چائے پینے کا کام پہلے ہوا)

نوٹ: اس فقرے میں دوسرا had فقرہ کا main verb ہے اور drunk (پی چکا) کے مفہوم میں ہے۔

منفی فقرے میں helping verb کے بعد not آتا ہے۔

سوالیہ فقرات میں helping verb فقرے کے شروع میں آتا ہے۔مثلاً

The enemy had not attacked the city before the *sun rose*. — سورج طلوع ہونے سے پہلے دشمن شہر پر حملہ نہیں کر چکا تھا۔

The enemy had not attacked the city before the *sunrise*.

Had It rained heavily before they reached home? — کیا جب وہ گھر پہنچے تو شدید بارش ہو چکی تھی؟

نوٹ: بعض اوقات Past Indifinite کی بجائے صرف ایک Adverbial Phrase آجاتا ہے۔مثلاً

Passive Voice

بنانے کا طریقہ

Object + verb + Subject + Adverb

(verb = helping verb + main verb: had been + 3rd form)

He had been punished. — اسے سزا مل چکی تھی۔

Passive Voice کے اردو کے فقروں میں جا چکے تھے، بل چکے تھے وغیرہ آتا ہے۔ اس کے انگریزی کے فقروں میں helping verb کے ساتھ been آتا ہے۔

منفی فقرات میں helping verb کے بعد not آتا ہے۔

سوالیہ فقروں میں helping verb سے پہلے had آتا ہے۔

The clothes had not been ironed before the sunrise. — سورج نکلنے سے پہلے کپڑے استری نہیں کیے جا چکے تھے۔

Had the crops been reaped before the rainy season set in? — کیا موسم برسات شروع ہونے سے پہلے فصلیں کاٹی جا چکی تھی؟

Model Sentences

The proceeding of the meeting had started.	۱۔ جلسے کی کاروائی شروع ہو چکی تھی۔
All the passengers had reached their destination.	۲۔ تمام مسافر اپنی منزل پر پہنچ چکے تھے۔
He admitted that he had committed a mistake.	۳۔ اس نے اعتراف کیا کہ اس سے غلطی سرزد ہوئی تھی۔
My son had gone to school before I came home.	۴۔ میرے گھر آنے سے پہلے میرا بیٹا سکول جا چکا تھا۔
Had all the candidates entered the examination hall before the paper started?	۵۔ کیا امتحان شروع ہونے سے پہلے تمام امیدوار کمرہ امتحان میں آ چکے تھے؟
Why had the court not acquitted him till yesterday?	۶۔ عدالت نے کل تک اسے بری کیوں نہیں کیا تھا؟
Why had you offered your prayer before the prayer call?	۷۔ تم اذان سے پہلے نماز کیوں ادا کر چکے تھے؟
Since when had the shopkeeper decorated the shop?	۸۔ دکاندار نے دکان کب سے سجا رکھی تھی؟
Why had the murderer been hanged before his relatives arrived?	۹۔ رشتہ داروں کے آنے سے پہلے ہی قاتل کو پھانسی کیوں دی جا چکی تھی؟
How had the fire been extinguished before the people came to know of it?	۱۰۔ لوگوں کو خبر ہونے سے پہلے ہی آگ کیسے بجھائی جا چکی تھی؟

Exercise

(Active Voice)

(۱) وقت ختم ہونے سے قبل طالب علم تمام سوالات حل کر چکا تھا (۲) تمہارے پہنچنے سے پہلے ہی میچ ختم ہو چکا تھا (۳) کیا اس نے پہلے سانپ نہیں مارا تھا؟ (۴) کیا تم نے میرے آنے سے پہلے ناول ختم کر لیا تھا؟ (۵) پولیس کے پہنچنے سے پہلے چور کیسے نقب لگا چکا تھا؟ (۶) جب میں گھر سے نکلا تو سورج غروب نہیں ہوا تھا (۷) کیا آپ جانتے ہیں کہ زمین کیسے معرض وجود میں آئی تھی؟ (۸) اس نے جوئے میں کتنی رقم ہاری تھی؟ (۹) کیا تم تاریخ اسلام پہلے ہی پڑھ چکے تھے؟ (۱۰) اسے اپنے جرم کی سزا کیسے مل چکی تھی؟

Vocabulary 5.break in 7.come in to existence 8.lose 8.gamble 10.crime

(Passive Voice)

(۱) اسے بہت زیادہ رقم ادھار دی گئی تھی (۲) کیا پاکستان میں کئی سال پہلے تیل دریافت کیا جا چکا تھا؟ (۳) سیلاب آنے سے پہلے بند کیوں نہیں باندھا جا چکا تھا؟ (۴) طوفان آنے سے پہلے بچوں کو میدان سے بلا لیا گیا تھا (۵) سورج نکلنے سے پہلے کوڑا گھر سے باہر پھینک دیا گیا تھا (۶) اس طالب علم کو امتحان میں بیٹھنے سے کیوں روک دیا گیا تھا؟ (۷) کیا امتحان شروع ہونے سے ایک دن قبل اس لڑکی کو کالج سے نکال دیا گیا تھا؟ (۸) پولیس کو اس چوری کی اطلاع کیوں نہیں دی گئی تھی؟ (۹) کیا گاڑی گزرنے سے پہلے پل کو نہیں آزمایا جا چکا تھا؟ (۱۰) کیا اس سے پہلے چڑیا گھر میں اتنا بڑا شیر نہیں دیکھا گیا تھا؟

Vocabulary 1.lend 2.discover 3.build a dyke 7.expel 8.inform 9.test

Past Perfect Continuous Tense

یہ کب استعمال کیا جاتا ہے؟

(a) **Past Perfect Continuous Tense** میں ان verbs کو استعمال نہیں کیا جاتا جن کا ذکر Present Continuous میں کیا گیا ہے سوائے کبھی کبھی Want اور Wish کے۔ Past Perfect Continuous Tense کو ایک ایسے action کے ہونے کے لیے استعمال کیا جاتا ہے جو ماضی میں کسی ایک خاص وقت (certain point) سے پہلے شروع ہوا اور اس وقت تک جاری رہا مثلاً

It was now seven, and he was tired because he had been working since dawn. — اب سات بجے تھے اور وہ تھک گیا تھا کیونکہ وہ طلوع آفتاب سے کام کر رہا تھا۔

(b) ایک بار بار ہونے والا کام جو عام طور پر Past Perfect میں ظاہر کیا جاتا ہے کبھی کبھی ایک جاری رہنے والا کام ہونے کی وجہ سے Past Perfect Continuous میں بھی ظاہر کر دیا جاتا ہے مثلاً

وہ چار دفعہ ڈرائیونگ ٹیسٹ پاس کرنے کی کوشش کر چکا تھا۔
He had tried four times to pass the driving test.

کسی کام کے بار بار یعنی (Repeated action) ہونے کی وجہ سے اسے Past Perfect Continuous میں ظاہر کیا جا سکتا ہے مثلاً

وہ ڈرائیونگ ٹیسٹ پاس کرنے کی کوشش کرتا رہا تھا۔
He had been trying to pass the driving test.

نوٹ: ایسے جملوں میں Past Perfect ظاہر کرتا ہے کہ کام مکمل ہو چکا ہے۔ مثلاً

سورج غروب ہونے تک وہ کار مرمت کر چکا تھا۔
By the sunset he had repaired the car.

(یعنی کام مکمل ہو چکا تھا)
(His job had been completed).

جبکہ

وہ کار مرمت کرتا رہا تھا۔
He had been repairing the car by the sunset.

(یہ ظاہر کرتا ہے کہ اس نے یہ وقت کیسے گزارا۔ اس جملے سے یہ بات ظاہر نہیں ہوتی کہ آیا کام مکمل ہوا یا نہیں)

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

Verb:
helping verb/main verb
had been + 1st form + ing

مالی صبح سے پھول توڑ رہا تھا۔
The gardener had been plucking the flowers since morning.

Past Perfect Continuous Tense ماضی میں ایسے actions کو ظاہر کرنے کے لیے استعمال کرتے ہیں جو ماضی میں کسی خاص وقت شروع ہوئے اور جاری رہے ہوں عام طور پر اس tense کے اردو کے فقرات میں رہا تھا، رہی تھی وغیرہ آتا ہے لیکن ان فقروں میں کوئی time adverb ہوتا ہے جو since یا for کے ساتھ استعمال ہوتا ہے یا پھر فقرے میں یہ بات مضمر ہو کہ ماضی میں کوئی کام کسی وقت شروع ہوا اور پھر جاری رہا ہو۔ مثلاً

We had been waiting for you.	ہم آپ کاانتظار کرتے رہے تھے۔
We had been waiting for you since morning.	ہم صبح سے آپ کاانتظار کررہے تھے۔

منفی فقرات میں helping verb کے بعد not آتا ہے۔

سوالیہ فقرات میں helping verb کو فقرے کے شروع میں لے آتے ہیں۔مثلاً

The boys had not been flying kites since four o'clock.	بچے چار بجے سے پتنگیں نہیں اڑا رہے تھے۔
Had it been snowing for two hours?	کیادو گھنٹوں سے برف باری ہورہی تھی؟

Passive Voice

بنانے کاطریقہ

اس Tense کا Passive Voice انگریزی میں استعمال نہیں کیا جاتا۔

Model Sentences

She had been offering prayers regularly.	۱۔ وہ باقاعدگی سے نماز ادا کرتی رہی تھی۔
Hameed had been writing the letter for one hour.	۲۔ حمید ایک گھنٹے سے خط لکھ رہا تھا۔
Had he been reading the novel for two days?.	۳۔ کیاوہ دودن سے ناول پڑھ رہا تھا؟
Had the engineers been constructing the bridge for one month?	۴۔ کیاانجینئر ایک ماہ سے پل بنا رہے تھے؟
My family had been waiting for my return home for four years?	۵۔ میرا خاندان چار سال سے میری وطن واپسی کا انتظار کررہا تھا۔
Where had we been playing the match since 10 o'clock?	۶۔ ہم ۱۰ بجے سے میچ کہاں کھیل رہے تھے؟
Had the students been going to college since Tuesday?	۷۔ کیاطالب علم منگل سے کالج جارہے تھے؟
Why had we been watering the crops since December?	۸۔ ہم دسمبر سے فصلوں کوکیوں پانی لگارہے تھے؟
How had they been spending their lives since 1990?	۹۔ وہ ۱۹۹۰ سے کس طرح اپنی زندگی گزار رہے تھے؟

۱۰۔ کیا علی ۲۰ تاریخ سے یہ تصویر بنا رہا تھا؟

Had Ali been painting this picture since the 20th?

Exercise

(Active Voice)

(۱) تمام دوست بیس منٹ سے گپ شپ لگا رہے تھے (۲) وہ ۲۰۰۰ء سے امیر بننے کے منصوبے بنا رہا تھا (۳) فلسطین کے لوگ نصف صدی سے بھوک اور خطرات کا مقابلہ کس طرح کرتے رہے تھے؟ (۴) ایم۔اے کا امتحان پاس کرنے کے بعد وہ کب سے مقابلے کے امتحان کی تیاری کرتا رہا تھا؟ (۵) وہ اکتوبر کی تین تاریخ سے اس دفتر میں کس طرح کام کرتا رہا تھا؟ (۶) آپ کھیلنے اور پڑھنے میں سے کس چیز کو ترجیح دیتے رہے تھے؟ (۷) احمد صاحب اپنے بیٹے کو ماہانہ اخراجات کے لیے کتنی رقم بھیجتے رہے تھے؟ (۸) ہمارا دشمن ہمارے ایٹمی پروگرام کے خلاف کون سی سازشیں کرتا رہا تھا؟ (۹) کیا تمہارا بھائی پچھلے دو ہفتے سے تمہیں امتحان کی تیاری کرواتا رہا تھا؟ (۱۰) تمہارے گھر پر سوموار سے پتھر کون پھینکتا رہا تھا؟

Vocabulary 1.gossip 3.face hunger and dangers 4.competitive examination 6.prefer 7.monthly expenditures 8.make plot

Future Indefinite Tense

یہ کب استعمال کیا جاتا ہے؟

(a) **Future Indefinite Tense** یہ ظاہر کرتا ہے کہ کوئی کام یعنی action نے ابھی واقع ہونا ہے مثلاً

He will take the examination. — وہ امتحان دے گا۔

I shall see him next week. — میں اس سے اگلے ہفتہ ملوں گا۔

نوٹ: Future Indefinite Tense کو عام طور پر خالص مستقبل میں ہونے والے کام کے لیے استعمال کیا جاتا ہے جیسا کہ He will take the examination کے جملہ سے ظاہر ہے۔ یہ جملہ محض بات کرنے والے (متکلم) کی کام کے کرنے کے بارے میں رائے کو ظاہر کرتا ہے اس جملہ میں یہ بات بالکل ظاہر نہیں ہوئی کہ امتحان کب دیا جائے گا۔

جبکہ مندرجہ ذیل جملہ کا structure یہ ظاہر کرتا ہے کہ فاعل نے کام کرنے کا ارادہ کرلیا ہے اور کام جلد ہی شروع ہو جائے گا۔ مثلاً

Subject + be going + Infinitive + object (adverbs)

He is going to build a house.

(b) Future Indefinite Tense کو مستقبل میں عادتاً ہونے والے کام یعنی habitual action کو ظاہر کرنے کے لیے بھی استعمال کر سکتے ہیں جن کے بارے میں ہمارا خیال ہے کہ وہ واقع ہوں گے مثلاً

Spring will come again. بہار دوبارہ آئے گی۔

Birds will build nests. پرندے گھونسلے بنائیں گے۔

(c) Future Indefinite Tense کو اخبارات، خبروں اور ریڈیو کی نشریات، مستقبل کے منصوبوں کے اعلانات اور موسم کے بارے میں اطلاع دینے کے لیے بھی استعمال کیا جاتا ہے، تاہم عام گفتگو میں ایسی اطلاعات (statements) کو عموماً یا تو Present Continuous یا be goin to کی Construction میں بیان کیا جاتا ہے مثلاً

The Prime Minister will open the session tomorrow. وزیر اعظم کل اجلاس کا افتتاح کریں گے۔

There will be a heavy shower in all areas. تمام علاقوں میں شدید بارش ہوگی۔

(d) ایسے تمام فعل جو عام طور پر Continuous Tense میں استعمال نہیں ہوتے ان کو Future Continuous کی بجائے Future Indefinite میں استعمال کیا جاتا ہے یا be going to کی construction کے ذریعہ۔ مثلاً

I will be here at six. میں یہاں چھ بجے پہنچ جاؤں گا۔

They will have time for tea. ان کے پاس چائے کے لیے وقت ہوگا۔

We will know tonight. ہم آج رات جان جائیں گے۔

Future Indefinite Tense کو مندرجہ ذیل clauses کے ساتھ بھی استعمال کیا جا سکتا ہے۔

Conditional Clause:

If you work hard (conditional clause) you will pass the examination. (future indefinite) اگر تم محنت کرو گے تو کامیاب ہو جاؤ گے۔

Time Clause:

When spring comes (time clause) flowers will bloom. جب بہار آئے گی تو پھول کھلیں گے۔

Purpose Clause:

I am writing to him so that he will understand the situation. (purpose clause) میں اسے خط لکھ رہا ہوں تا کہ وہ صورتِ حال کو سمجھ سکے

Active Voice

بنانے کا طریقہ

Subject + **Verb** + **Object** + **Adverb**

helping verb + main verb

shall/will + 1st form

You will reap the ripe crops.
تم پکی فصلیں کاٹو گے۔

Future Indefinite Tense مستقبل میں کسی Action کے ہونے کے لیے استعمال کیا جاتا ہے۔اس Tense میں will یا shall بطور helping verb کے آتے ہیں اور فعل کی 1st form استعمال کی جاتی ہے۔اگر فقرے کا I, We, subject ہو تو shall کو helping verb کے طور پر لگاتے ہیں اور باقی تمام subjects کے ساتھ will اور 1st form لگاتے ہیں۔البتہ اگر action پرزور دینا (stress) ہو تو I, We کے ساتھ willاور باقی تمام Pronouns یا Noun کے ساتھ shall لگاتے ہیں۔مثلاً

I will come to see you there.
میں وہاں تم سے ضرور ملنے آؤں گا۔

The student shall be fined if he breaks any regulation of the boarding house.
طالب علم کو جرمانہ کیا جائے گا اگر اس نے بورڈنگ ہاؤس کا کوئی قانون توڑا۔

منفی فقروں میں shallیا will کے بعد not لگا دیتے ہیں۔

I shall not go to Lahore today.
میں آج لاہور نہیں جاؤں گا۔

سوالیہ فقروں میں will یا shall کو فقرے کے شروع میں لے آتے ہیں۔

Will he go to Lahore?
کیا وہ لاہور جائے گا؟

Passive Voice

بنانے کا طریقہ

Object + **Verb** + **Subject** + **Adverb**

helping verb + main verb

shall be / will be + 3rd form

A new room will be built on the roof.
چھت پر ایک نیا کمرہ تعمیر کیا جائے گا۔

اس Tense کے Passive Voice کے اردو کے فقرات میں کیا جائے گا، کی جائے گی وغیرہ آتا ہے۔ shall beاور will be کے ساتھ verb کی 3rd form (past participle) لگاتے ہیں۔

منفی فقرات میں helping verb کے بعد not لگایا جاتا ہے۔

ظالم آدمی کی مدد نہیں کی جائے گی۔ A cruel man will not be helped.

سوالیہ فقرات میں helping verb یعنی shall یا will کو subject سے پہلے لے آئیں گے۔

کیا ہمارے گناہ معاف کر دیے جائیں گے؟ Will our sins be forgiven?

Model Sentences

۱۔ ہم امتحان میں کامیابی کے لیے محنت کریں گے۔ We shall work hard to get through the examination.

۲۔ مجھے امید ہے آپ صحت یاب ہو جاؤ گے۔ I hope you will get better.

۳۔ کیا ہم اپنے دفاع کو مضبوط کرنے کے لیے سب کچھ کریں گے؟۔ Shall we do everything to strengthen the defence of our country?.

۴۔ وہ جرمانہ ضرور ادا کرے گا۔ He shall pay the fine.

۵۔ پاکستان کس قسم کی مشینری برآمد کرے گا؟ What kind of machinery will Pakistan export?.

۶۔ کیا مہمان خصوصی کی عزت افزائی کی جائے گی؟ Will the chief guest be honoured?

۷۔ کتنے طالب علموں کو کالج میں داخلہ دیا جائے گا؟ How many students will be admitted to the college?

۸۔ ڈاکو کب پکڑے جائیں گے؟ When will the robbers be caught?

۹۔ کیا وہ کسی کا احسان مند ہونا پسند نہیں کرے گی؟ Will she not like to be obliged by anyone?

۱۰۔ کیا پاکستان کے نکتہ نگاہ کی حمایت کی جائے گی؟ Will the point of view of Paksitan be favoured?

Exercise

(Active Voice)

(۱) ہوائی جہاز دس بجے پرواز کر جائے گا (۲) تمہاری سہیلی تمہارے لیے پریشان ہوگی (۳) خدا بہت رحم کرنے والا ہے اور ہمارے گناہ معاف کر دے گا (۴) کیا آپ اس مسئلے کو حل کر لیں گے؟ (۵) ملک کے سیاسی حالات کب بدلیں گے؟ (۶) وہ اپنی غلطی کو کیسے تسلیم کرے گا؟ (۷) قانون شکنی دانشمندی نہیں ہوگی؟ (۸) گوالا دودھ میں پانی کب ملائے گا؟ (۹) وہ کہاں مکان کرائے پر لے گا؟ (۱۰) کوئی سیاسی جماعت جلوس کیوں نہیں نکالے گی؟

Vocabulary 1.take off 3.merciful 4.problem 7.lawbreaking 9.rent 10.procession

(Passive Voice)

(۱) قومی روایات کو ہر قیمت پر برقرار رکھا جائے گا (۲) ان کے والدین کو آج شام فیصلے سے آگاہ کر دیا جائے گا (۳) بس کے اڈے پر انہیں سلام کیوں نہیں کیا جائے گا؟ (۴) ہر شخص کو ایک قطعہ زمین کیسے دیا جائے گا؟ (۵) عمارت بنانے کے لیے سیمنٹ کہاں فراہم کیا جائے گا؟ (۶) اسلم کو ملازمت سے کب برطرف کیا جائے گا؟ (۷) کیا ہمیں یہ عمارت بغیر کرائے کے نہیں دی جائے گی؟ (۸) دفتر بارہ بجے کیوں بند کر دیا جائے گا؟ (۹) کیا ہر جماعت کے ذہین ترین طالب علم کو انعامات دیئے جائیں گے؟ (۱۰) گاڑی کہاں کھڑی کر لی جائے گی؟

Vocabulary 1.traditions 1.every cost 1.maintain 2.inform 3.greet 4.piece of land 5.provide 6.terminate 10.park

Future Continuous Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Future Continuous Tense کو ایک عام continuous tense کی طرح ایک ایسے action کو ظاہر کرنے کے لیے استعمال کرتے ہیں جو کسی خاص وقت سے پہلے شروع ہوتا ہے اور شاید اس کے بعد تک جاری رہتا ہے۔ مثلاً

Today we are packing up. This time tomorrow we will be sitting in the train. Till next week we will be doing a lot of things full of enjoyment.

آج ہم سامان باندھ رہے ہیں، کل اس وقت ہم گاڑی میں بیٹھے ہوئے ہونگے۔ اگلے ہفتہ تک ہم کئی مزیدار کام کر رہے ہوں گے۔

(b) **Future Continuous Tense** مستقبل میں کسی ایسے کام کے ہونے کے لیے بھی استعمال کرتے ہیں جو کسی ارادہ کے بغیر روزمرہ کاموں کی طرح ہو مثلاً

I'll be seeing the director tomorrow.

میں کل ڈائریکٹر سے مل رہا ہوں گا۔

یہ جملہ یہ بات ظاہر نہیں کرتا کہ ملنے کا کام کسی پہلے سے طے شدہ پروگرام کے تحت ہوگا۔ اس جملہ کو ہم Present continuous میں بھی ظاہر کر سکتے ہیں مثلاً

I am seeing the director tomorrow. میں کل ڈائریکٹر سے مل رہا ہوں۔

یہاں Present Continuous اس بات کو ظاہر کرتا ہے کہ یہ ملنے کا کام کسی پہلے سے طے شدہ پروگرام کے مطابق ہو رہا ہے جبکہ یہی جملہ Future Continuous میں ظاہر کرتا ہے کہ یہ کام ایک Routine کے تحت ہوگا۔

نوٹ کبھی کبھی یہ فرق نظر انداز بھی کر دیا جاتا ہے مثلاً

He will be leaving the city next week. وہ اگلے ہفتہ شہر چھوڑ رہا ہوگا۔

He is leaving the city next week. وہ اگلے ہفتہ شہر چھوڑ رہا ہے۔

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

Verb = helping verb + main verb

shall be / will be + 1st form + ing

The water level will be rising in the river. دریا میں پانی کی سطح چڑھ رہی ہوگی۔

Future Continuous Tense مستقبل میں کسی Action کے ہو رہے ہونے کو ظاہر کرتا ہے۔ اس Tense کے اردو کے فقرات کے آخر میں رہا ہوگا، رہے ہونگے، رہی ہوگی وغیرہ آتا ہے۔ انگریزی میں shall be یا will be بطور helping verb استعمال ہوتے ہیں اور اس میں پہلی فارم کے ساتھ ing لگاتے ہیں۔

منفی فقرات میں helping verb کے بعد not لگاتے ہیں۔

He will not be looking for his lost pen. وہ اپنا کھویا ہوا قلم تلاش نہیں کر رہا ہوگا۔

سوالیہ فقرات میں helping verb کو subject سے پہلے لگا دیتے ہیں۔

Will he be building any castle in the air? کیا وہ کوئی ہوائی قلعہ بنا رہا ہوگا؟

Passive Voice

نوٹ

Future Continuous Tense کا Passive Voice انگریزی میں استعمال نہیں کرتے۔

Model Sentences

Will the nurse be feeling the pulse of the patient.	۱۔ کیا نرس مریض کی نبض دیکھ رہی ہوگی؟۔
He will be reciting the holy Quran.	۲۔ وہ قرآن پاک کی تلاوت کر رہا ہوگا۔
Where will the dyer be dyeing the clothes?.	۳۔رنگ ریز کپڑے کہاں رنگ رہا ہوگا؟۔
Why will the cats be fighting over the bone?.	۴۔ بلیاں ہڈی پر کیوں لڑ رہی ہوں گی؟۔
How will the lame man be riding the horse?.	۵۔ لنگڑا گھوڑے پر کیسے سواری کر رہا ہوگا؟
When will Ahmad be postponing his programme?	۶۔ احمد اپنا پروگرام کب ملتوی کر رہا ہوگا؟
To whom will he be telling the secret ? **or** Who will he be telling the secret to?	۷۔ وہ راز کس کو بتا رہا ہوگا؟
Where will the hunter be hiding himself?	۸۔ شکاری اپنے آپ کو کہاں چھپا رہا ہوگا؟
How many labourers will be constructing the room?	۹۔ کتنے مزدور کمرہ تعمیر کر رہے ہوں گے؟
Who will be stealing my books?	۱۰۔ میری کتابیں کون چرا رہا ہوگا؟

Exerciss

(Active Voice)

(۱) وہ نہر میں نہا رہا ہوگا (۲) ہم میلے میں پتنگیں اڑا رہے ہوں گے (۳) پرنسپل صاحب میری درخواست پر کیوں غور نہیں کر رہے ہوں گے؟ (۴) سمگلر کہاں سامان سمگل کر رہے ہوں گے؟ (۵) گاؤں والے فصل کب کاٹ رہے ہوں گے؟ (۶) کیا دونوں فریق رہائشی پلاٹ پر جھگڑا کر رہے ہوں گے؟ (۷) تم اپنے سے چھوٹوں پر کیوں ہنس رہے ہو گے؟ (۸) کیا سنار تمہارا زیور بنا رہا ہوگا؟ (۹) اچھے دکاندار مال ذخیرہ نہیں کر رہے ہوں گے (۱۰) تم بھیڑ کو کیسے ذبح کر رہے ہو گے؟

Vocabulary **1.**bathe **3.**consider **6.**parties **6.**residential plot **7.**laugh at **9.**hoard **10.**slaughter

Future Perfect Tense

یہ کب استعمال کیا جاتا ہے؟

(a) **Future Perfect Tense** کو ایک ایسے action کے ظاہر کرنے کے لیے استعمال کرتے ہیں جو مستقبل میں دیے گئے وقت یا بتائے گئے وقت میں ماضی میں ہو چکا ہوگا یا اس دیئے گئے وقت سے کچھ ہی پہلے ختم ہوا ہوگا۔ ایسا جملہ عام طور پر کسی Time Adverb کے ساتھ آتا ہے جو by کے ساتھ شروع ہو مثلاً

By the end of this year he will have passed his examination. اس سال کے آخر تک وہ اپنا امتحان پاس کر چکا ہوگا۔

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

helping verb + main verb
shall have /will have + 3rd form

They will have decorated the house by 4 o' clock. چار بجے تک وہ مکان کو سجا چکے ہوں گے۔

Future Perfect Tense مستقبل میں کسی وقت تک کسی کام کے ہو چکنے کو بیان کرتا ہے۔اس Tense کے اردو کے فقرات میں عام طور پر چکا ہوگا، چکے ہونگے، چکی ہوگی وغیرہ آتا ہے۔اس Tense میں will have یا shall have اس Tense کے helping verb کے طور پر آتا ہے اور verb کی تیسری فارم استعمال کی جاتی ہے۔

نوٹ: اس بات کا خیال رہے کہ فقرہ کا Subject چاہے She, It یا He یا کوئی Singular Noun ہو Will یا Shall کے بعد ہمیشہ have ہی دوسرا helping verb ہوگا has نہیں آئے گا۔

منفی فقرات میں helping verb یعنی shall have یا will have کے درمیان میں not لگاتے ہیں۔

Ahmed will not have passed intermediate by the next year. اگلے سال تک احمد انٹرمیڈیٹ پاس نہیں کر چکا ہوگا۔

سوالیہ فقرات میں helping verb کے پہلے حصے کو Subject سے پہلے لے آتے ہیں۔

Will he have finished his job by September? کیا وہ ستمبر تک اپنا کام کر چکا ہوگا؟

Passive Voice

بنانے کا طریقہ

Object + **Verb** **+** **Subject** **+** **Adverb**

helping verb/main verb

shall have been/will have been+3rd form

He will have been promoted to the next class by two months. اسے دومہینوں تک اگلی جماعت میں ترقی دی جاچکی ہوگی۔

Future Perfect Tense کے Passive Voice کے جملوں کے آخر میں جاچکا ہوگا، جاچکے ہونگے، جاچکی ہوگی وغیرہ آتا ہے۔ Shall have been یا Will have been بطور helping verb استعمال ہوتے ہیں اوران کے ساتھ فعل کی تیسری فارم لگائی جاتی ہے۔

منفی فقرات میں پہلے helping verb کے بعد not لگاتے ہیں۔

This novel will not have been read till tomorrow. کل تک یہ ناول نہیں پڑھا جاچکا ہوگا۔

سوالیہ فقرات میں پہلے helping verb کوفقرے کی ابتدا میں لے آتے ہیں۔

Will the fields have been ploughed before the rainy season set in? کیا موسم برسات شروع ہونے سے پہلے کھیتوں میں ہل چل چکا ہوگا؟

Model Sentences

The guests will have come.	۱۔ مہمان آچکے ہوں گے۔
The teacher will not have struck Ali's name off.	۲۔ استاد نے علی کا نام خارج نہیں کیا ہوگا۔
Shall we have revised all the books?	۳۔کیا ہم ساری کتابیں دہرا چکے ہوں گے؟۔
How will the servant have shut all the chickens in the pen?	۴۔ملازم تمام چوزوں کوڈربے میں کیسے بند کر چکا ہوگا؟۔
When will the Police have dispersed the crowd?.	۵۔ پولیس ہجوم کوکب منتشر کر چکی ہوگی؟
Where will you have received the money order?	۶۔ آپ نے منی آرڈر کہاں وصول کرلیا ہوگا؟
Who will have knocked at the door?	۷۔ دروازے پردستک کس نے دی ہوگی؟
How will the drowning girl have been saved?	۸۔ ڈوبتی لڑکی کوکیسے بچایا گیا ہوگا؟

Will the wounded have been dressed?	۹۔ کیا زخمی کی مرہم پٹی کی جا چکی ہوگی؟
Why will the guests have been made to sit in the hall?	۱۰۔ مہمانوں کو مجبوراً ہال میں کیوں بٹھایا جا چکا ہوگا؟

Exercise

(Active Voice)

(۱) ڈاکو نے اس کے ہاتھ پاؤں باندھ دیئے ہوں گے (۲) اس نے اپنے بھائی کو تمہارے پاس کیوں نہیں بھیجا ہوگا؟ (۳) ہم جہالت اور غربت کے خلاف کب تک جنگ کر چکے ہوں گے؟ (۴) ہم نے ان کے سوالات کے جواب کیسے دیئے ہوں گے؟ (۵) ہم نے ان کی حوصلہ افزائی کب کی ہوگی؟ (۶) حکومت قیمتیں کب کم کر چکی ہوگی؟ (۷) وہ میرے مشورے پر عمل کیوں نہیں کر چکے ہوں گے؟ (۸) میرے دوست نے اپنی بیوی کو طلاق نہیں دے دی ہوگی؟ (۹) کیا انجینئر اس نقشے کو منظور کر چکے ہوں گے؟ (۱۰) کیا تمہارا بیٹا مقابلے میں امتیاز حاصل کر چکا ہوگا؟

Vocabulary **1.**tie **2.**limbs **3.**ignorance **3.**poverty **3.**fight **5.**encourage **6.**lessen **7.**act upon **8.**divorce **9.**approve **9.**design/pattern/plan **10.**distinction

(Passive Voice)

(۱) قیدی کو سزا دی جا چکی ہوگی (۲) میری تجویز مسترد کی جا چکی ہوگی (۳) قاتل کو کون سی جیل میں قید کیا گیا ہوگا؟ (۴) میری تقرری بطور سینئر آڈیٹر کہاں کر دی گئی ہوگی؟ (۵) بہترین کھلاڑی کا انتخاب کیسے کر لیا گیا ہوگا؟ (۶) کیا بادشاہ کی تاج پوشی کی جا چکی ہوگی؟ (۷) لوگوں کو سیلاب کے خطرے سے خبردار کیا جا چکا ہوگا (۸) سپاہی کو خوراک یا اسلحہ کیوں نہیں دیا جا چکا ہوگا؟ (۹) کیا چیزیں ادھار فروخت نہیں کی گئی ہوں گی؟ (۱۰) کیا وہ امیر جماعت نامزد کیا جا چکا ہوگا؟

Vocabulary **2.**reject **3.**imprison **4.**appointment **5.**selection **6.**crown **7.**warn **9.**on credit **10.**nominate **10.**leader of the party

Future Perfect Continuous Tense

یہ کب استعمال کیا جاتا ہے؟

(a) Future Perfect Continuous Tense کو بھی Future Perfect کی طرح کسی ایسے Time adverb کے ساتھ استعمال کرتے ہیں جو "by" کے ساتھ شروع ہوتا ہے۔

Future Perfect Continuous Tense کو Future Perfect Tense کی جگہ بھی استعمال کیا جاسکتا ہے جب کام کسی خاص وقت سے شروع ہوا ہو اور اب تک جاری ہو۔ مثلاً

By the end of this year he will have been living here for five years. **or** — اس سال کے آخر تک وہ یہاں پانچ سال سے رہ رہا ہوگا۔

By the end of this year he will have lived here for five years.

(b) جب action کو مسلسل ہو رہے ہونے والے کام کی حیثیت سے ظاہر کرنا ہو۔ مثلاً

By the end of this month he will have been writing detective novels for fifteen years. — اس ماہ کے آخر تک وہ پندرہ سال سے جاسوسی ناول لکھ رہا ہوگا۔

لیکن اگر ہم ناولوں کی تعداد کا ذکر کرنا چاہیں تو پھر ہم Future Perfect Tense استعمال کریں گے مثلاً

By the end of this month he will have written 10 detective novels.

Active Voice

بنانے کا طریقہ

Subject + Verb + Object + Adverb

Verb: shall have been /will have been + 1st form +ing

It will have been raining heavily for two hours. — دو گھنٹوں سے شدید بارش ہو رہی ہوگی۔

Future Perfect Continuous Tense مستقبل میں کسی وقت سے کسی action کے ہو رہے ہونے کو ظاہر کرتا ہے اس tense کے اردو کے جملہ کے آخر میں رہا ہوگا، رہی ہوگی، رہے ہونگے وغیرہ کسی Time Adverb کے ساتھ آتا ہے اس میں shall have been یا will have been بطور helping verb استعمال ہوتے ہیں اور ان کے ساتھ فعل کی پہلی فارم ing کے ساتھ آتی ہے۔

منفی فقرات میں not پہلے helping verb کے بعد آتا ہے۔

They will not have been doing their job for two months. وہ دو مہینوں سے اپنا کام نہیں کر رہے ہوں گے۔

سوالیہ فقرات میں پہلا helping verb فقرے کے شروع میں آجاتا ہے۔

Will Hasan have been studying computer for ten years? کیا حسن دس سال سے کمپیوٹر پڑھ رہا ہوگا؟

Passive Voice

نوٹ

Future Perfect Continuous Tense کا Passive Voice انگریزی میں استعمال نہیں کرتے۔

Model Sentences

Hameed will have been learning the lesson for two hours.	۱۔ حمید دو گھنٹے سے سبق یاد کرتا رہا ہوگا۔
It will not have been hailing since Tuesday.	۲۔ منگل سے ژالہ باری نہیں ہو رہی ہوگی۔
Will he have always been ignoring the advice of his teachers?.	۳۔ کیا وہ اپنے اساتذہ کی نصیحت کو ہمیشہ نظر انداز کرتا رہا ہوگا؟۔
Why shall we have been sitting idle?.	۴۔ ہم فارغ کیوں بیٹھے رہے ہوں گے؟۔
Will he have been teasing his brother for one hour?.	۵۔ کیا وہ ایک گھنٹے سے اپنے بھائی کو ستا رہا ہوگا؟
Why will man have been trying to reach the Mars for many years?	۶۔ انسان کئی سالوں سے مریخ پر جانے کی کوشش کیوں کرتا رہا ہوگا؟

۷۔ دریاؤں میں کئی سالوں سے سیلاب نہیں آتا رہا ہوگا۔
Flood will not háve been coming in the rivers for many years.

۸۔ تم اگست سے مکان کا کرایہ کیوں ادا نہیں کرتے رہے ہو گے؟
Why will you not have been paying the house rent since August?

۹۔ کیا لوگ دس دن سے بوڑھے کی وفات کا ماتم کرتے رہے ہوں گے؟
Will people have been mourning the death of old man for ten days?

۱۰۔ کیا تم صبح سے سوتے رہے ہو گے؟
Will you have been sleeping since morning?

Exercise

(Active Voice)

(۱) انگلینڈ کئی سالوں سے ایشیاء کے ممالک پر حکومت کرتا رہا ہوگا (۲) تیراک کل سے دریا میں تیرتے رہے ہوں گے (۳) کیا میرے رشتہ دار دس سال سے میرے گھر کی حفاظت نہیں کرتے رہے ہوں گے؟ (۴) ٹھیکیدار کب سے فوج کو خوراک مہیا کرتے رہے ہوں گے؟ (۵) آپ کے والد دو گھنٹے سے کس کا انتظار کرتے رہے ہوں گے؟ (۶) کیا شہد کی مکھیاں آدھے گھنٹے سے کاٹتی رہی ہوں گی؟ (۷) یہ عالم ایک سال سے اس کتاب کا کیوں ترجمہ کرتا رہا ہوگا؟ (۸) بھارت مارچ سے پاکستان پر حملہ کرنے کی جرات کیوں نہیں کرتا رہا ہوگا؟ (۹) بچہ کب سے کھلونوں سے کھیلتا رہا ہوگا؟ (۱۰) اس شہر میں آنے سے پہلے آپ کہاں رہتے ہوں گے؟

Vocabulary **1.**rule **2.**swimmers **3.**guard/protect/take care of **4.**contractors **5.**supply **6.**bees **6.**sting **7.**scholar **7.**translate **8.**dare

Chapter 5

Continuous Paragraphs For Translation

SOLVED MODEL PASSAGES

(1)

ایک شخص کو حقیقی خوشی حاصل کرنے کے لیے کم از کم دو یا تین مشغلے اختیار کرنے چاہیں۔ اور یہ سب مشغلے حقیقی ہونے چائیں۔ زندگی میں مشاغل دیر سے نہیں شروع کرنے چاہیں تا کہ انسان کو یہ نہ کہنا پڑے کہ میں اس چیز میں دلچسپی لوں گا یا اُس میں۔ ایسی کوشش سے صرف ذہنی کوفت میں ہی اضافہ ہوگا۔ ایک شخص اپنے روزمرہ کے کاموں کے علاوہ ایسا علم حاصل کر سکتا ہے جس کا اُس کی روزمرہ کی زندگی سے کوئی تعلق نہ ہو لیکن وہ اس سے کوئی فائدہ یا آرام حاصل نہیں کر سکتا۔ ایسا کام کرنے کا کوئی فائدہ نہیں جسے آپ پسند کرتے ہوں۔ آپ جو کچھ کریں، اُسے ہی پسند کرنا ہو گا۔

To be really happy and really safe, one ought to have at least two or three hobbies, and they all must be real. It is no use starting these hobbies late in life to say, "I will take an interest in this or that." Such an attempt only increases the mental strain. A man may acquire such knowledge as is irrelevant to his daily life but he cannot get any benefit or relief by doing this. It is no use doing what you like; you have to like what you do.

(2)

بچپن ایک ایسا وقت ہوتا ہے جس میں زندگی کو دشوار بنانے والی ذمہ داریاں بہت کم ہوتی ہیں۔ اگر ایک بچے کے والدین اچھے ہیں تو اُس کو کھلایا پلایا جائے گا، اُس کی دیکھ بھال کی جائے گی اور اُس سے محبت کی جائے گی۔ خواہ وہ کچھ ہی کرتا پھرے۔ یہ غیر ممکن بات ہے کہ زندگی میں پھر کبھی دوبارہ اُسے اتنا کچھ دیا جائے جس کے بدلے اُسے کچھ بھی نہیں کرنا پڑتا مزید برآں زندگی ہمیشہ بچے کو نئی چیزوں سے روشناس کراتی رہتی ہے۔ یہ وہی چیزیں ہوتی ہیں جو بڑوں کے لیے اپنا اثر کھو چکی ہوتی ہیں۔ کیونکہ وہ اُن سے مانوس ہو چکے ہوتے ہیں۔

Childhood is a time when there are few responsibilities to make life difficult. If a child has good parents, he is fed, looked after and loved, whatever he may do. It is improbable that he will ever again in his life be given so much without having to do anything in return. In addition, life is always presenting new things to the child¾things that have lost their charm for older people, because they are too well acquainted with them.

(3)

سردی میں مکھیاں کہاں جاتی ہیں؟ گرمی کے دنوں میں پائے جانے والے جھرمٹوں میں سے ایک بھی دکھائی نہیں دیتا۔ مکھیاں نہ تو کونوں میں چھپ جاتی ہیں اور نہ ہی دوسرے جانوروں کی طرح سردی کے دنوں میں سوئی رہتی ہیں۔ سوائے چند ایک کے باقی تمام موسم سرما شروع ہوتے ہی مر جاتی ہیں۔ تو پھر موسم گرما میں مکھیاں کہاں سے آ جاتی ہیں؟ مکھیاں مرنے سے پہلے کسی غیر آباد جگہ پر انڈے دے دیتی ہیں۔ جہاں وہ سردی کے ایام میں چھپے پڑے رہتے ہیں۔ جب موسم گرما آتا ہے تو سورج کی گرمی انڈوں کو سیتی ہے اور ان سے بچے نکل آتے ہیں۔

What becomes of the flies in winter? There is not one of all the summer swarm to be seen. They neither hide in corners, nor remain sleeping in winter, as some animals do. All, except a very few of them, die when the cold weather approaches. Then where do all the flies come from in summer? Before the flies die, they lay their eggs at a deserted place, where they remain hidden during the winter months. These eggs are hatched by the sun's heat at the arrival of summer.

(4)

علم بڑی دولت ہے۔ اس کو نہ چور چرا سکتا ہے نہ ڈاکو چھین سکتا ہے۔ جو آدمی علم حاصل کرتا ہے اس کی بڑی قدر ہوتی ہے۔ علم خرچ کرنے سے کم نہیں ہوتا۔ اس وقت تم کو پڑھنے لکھنے کے سوا کوئی فکر نہیں۔ اگر یہ موقع کھو دیا تو ایسا وقت پھر ہاتھ نہیں آئے گا۔ تم کو چاہئے کہ علم حاصل کرو۔ یہ تمھارے بڑے کام آئے گا۔

Knowledge is a great wealth. Neither a thief can steal nor a robber can rob it. One who gains knowledge, is respected much. Knowledge dos not decrease if one uses it. At present, you have no worries except your duty towards studies. You will never have this opportunity if you miss it. You should seek knowledge. It will pay you a lot.

(5)

پاکستان کے ساتھ ہمیں کس قدر محبت ہے اس کا اندازہ وہی کر سکتے ہیں جو وطن سے باہر ہیں۔ جب کبھی مجھے وطن سے باہر جانے کا اتفاق ہوا ہے یہ دیکھ کر خوشی ہوئی ہے کہ ہم سب کو اپنے وطن سے کتنی محبت ہے۔ ہر دیس میں سب پاکستان کی باتیں کرتے ہیں اور پاکستان کی عظمت کا ذکر کرتے ہیں۔ اپنے ہم وطنوں کو دیکھ کر دل خوشی سے بھر جاتا ہے اور پاکستان دلوں میں بسنے لگتا ہے۔ بیرون ملک بسنے والے دلوں میں اپنے وطن کی یاد کے ساتھ سفر کرتے ہیں۔

Only those who live abroad can assess the intensity of their love for Pakistan. Whenever I have an opportunity to go abroad, I have been delighted to see how much we love our country. All talk of Pakistan and it's glory in every country. One feels over-joyed to see one's fellow-being and Pakistan lives in the hearts. People living abroad, travel with the memory of their homeland in their hearts.

(6)

ڈر ہے کہ چند سال بعد دنیا کا تیل ختم ہو جائے گا۔ ہر ملک یہ کوشش کر رہا ہے کہ تیل کے مزید ذخائر دریافت کرے۔ معلوم نہیں کہ یہ کوشش کس حد تک کامیاب ہوگی۔ ضرورت اس امر کی ہے کہ ہم اپنی تیل کی ضروریات کو کم کریں۔ صنعت و زراعت میں تیل کی کھپت کو کم نہیں کیا جا سکتا۔ البتہ نجی ضرورتوں کو کم کیا جا سکتا ہے۔ ہمیں چاہئے کہ باہر سے کاروں کی جگہ بسیں درآمد کریں تا کہ طالب علموں کے لئے بسوں کی سہولت کو بہتر بنایا جا سکے۔

It is frightening that the oil of world will finish after some years. Every country is trying to discover more reserves of oil. It is not known how far this struggle will be fruitful. It is the need of the hour that we should cut our oil requirements short. The consumptions of oil in industry and agriculture cannot be cut short. But the private need of oil can be minimized. We should import buses instead of cars in order to improve the facility of buses for students.

(7)

یورپ کے جنوب میں یونان ایک چھوٹا سا پہاڑی ملک ہے۔ یہ ملک انگلینڈ اور ویلز جتنا ہے۔ آجکل یہ زیادہ اہم ملک نہیں ہے۔ لیکن دو ہزار سال ہوئے یونانی لوگ اپنے فن تعمیر، بت تراشی، مصوری، شاعری اور دوسرے فنون لطیفہ میں مہارت کی وجہ سے دنیا بھر میں مشہور تھے۔ انہوں نے اپنی خانقاہیں بڑی مہارت اور ذوق وشوق سے بنائی تھیں۔ ان خانقاہوں کے کھنڈرات اب بھی موجود ہیں۔

Greece is a small hilly country in the south of Europe. This is about the size of England and Wales. It is not a place of much importance these days, but more than two thousand years ago, the Greeks were famous all over the world for their skill in building sculpture, painting, poetry and almost every art. Their temples were built with great skill and taste. The ruins of many of them still remain.

(8)

انسانوں کے نزدیک سب سے بڑا کھیل روپیہ کمانا ہے۔ یہ کھیل انہیں پورے طور پر مشغول رکھتا ہے اور اس کھیل میں ہم فٹ بال یا دوسرے کھیلوں کے مقابلے میں ایک دوسرے کو زیادہ بار زیر کرنے کی کوشش کرتے ہیں اور یہ کام کسی غرض کے لیے نہیں کیا جاتا۔ جو شخص اس کھیل میں مشغول ہوتا ہے، وہ نہیں جانتا کہ وہ ایسا کیوں کر رہا ہے۔ اگر آپ ایک روپیہ کمانے والے آدمی سے یہ سوال کریں کہ وہ اپنے روپے کا کیا کرنا چاہتا ہے۔ تو اس کے پاس اس کا کوئی جواب نہیں ہے۔ وہ اپنے روپے سے کچھ نہیں کرنا چاہتا۔ وہ اُس کے حصول کے لیے ہی اُسے حاصل کرتا ہے۔ اگر آپ اُس سے یہ سوال کریں کہ جو روپیہ آپ نے حاصل کیا ہے اُس سے آپ کیا کریں گے تو اس کا یہ جواب ہوگا کہ وہ اس سے مزید روپیہ حاصل کرے گا۔

For human beings, the biggest game is making money. This game fully absorbs them; and we knock each other down oftener in playing at that, than, at football or any other roughest sport; and it is absolutely without purpose; no one who ever engages in that game ever knows why. Ask a great money-maker what he wants to do with his money; he never knows. He does not make it do anything with it. He gets it only that he may get it. "What will you make of what you have got?" "Well, I'll get more", he says.

(9)

ثقافت کے معنی ہیں انسانی ذہن کی ترقی اور بہتری۔ اسلامی ثقافت دنیا کی دوسری ثقافتوں سے مختلف ہے۔ اس کا مقصد صرف ایک فرد یا قوم کی بہتری نہیں بلکہ ساری نسل انسانی کی فلاح ہے۔ اسلامی ثقافت کے رہنما پیغمبر اسلام ہیں' اس کا دستور قرآن ہے اور اس کی منزل خدا ہے۔ اسلام انسان کی کوششوں کے مقاصد کا تعین کرتا ہے اور ان مقاصد کے حصول کے لئے مکمل رہنمائی کرتا ہے۔ یہ ہمیں ایک مکمل ضابطہ حیات فراہم کرتا ہے جو حیات انسانی کے سبھی پہلوؤں کا احاطہ کرتا ہے۔

Culture means the progress and the betterment of human mind. Islamic culture is different from other cultures of the world. Its purpose is not only the betterment of an individual or a nation but the betterment of the whole human race. The leader of Islamic culture is the Prophet of Islam. Its constitution is the Quran and its goal is God. Islam defines the objects of human efforts and it gives complete guidance for the attainment of these objects. It provides us a complete code of life which covers all aspects of human life.

(10)

علامہ اقبال ایک عظیم انسان تھے۔تمام دنیا ان کی عظمت کی گواہی دیتی ہے۔وہ اس صدی کے عظیم مسلمان شاعر تھے۔ان کی شاعری اُمید اور کامیابی کا پیغام دیتی ہے۔ان کی زندگی بہت سادہ تھی۔وہ جھوٹ اور غیبت کو بڑا گناہ سمجھتے تھے۔وہ اپنی رائے کسی قیمت پر فروخت نہ کرتے تھے۔اگرچہ تخلیقی کام کے لئے انہیں تنہائی کی ضرورت ہوتی تھی۔لیکن وہ ہر قسم کے لوگوں سے ہر وقت ملنے کیلئے تیار رہتے جو نامناسب اوقات میں ان کی خلوت میں مخل ہوتے۔

Allama Iqbal was a very great man. The whole world bears testimony of his greatness. He was the greatest Muslim poet of this century. His poetry gives a message of hope and success. His life was very simple. He considered lie and back biting a great sin. He did not sell his opinion at any cost. Though he needed solitude for creative work, yet he was ever willing to meet all sorts of people who invaded his privacy at odd hours.

(11)

مسلمانوں کی نشاۃ ثانیہ کو اس اعتبار سے بامقصد قرار دیا جا سکتا ہے کہ مسلمان اس سارے تہذیبی منظر میں مستقبل کو شامل کرتے ہیں اور یوں زمانہ حاضر کو مستقبل کے حوالے سے پہچانتے ہیں۔اسلام کی عظمت کا ایک اہم اظہار انسانی ذہن کی رفعت بھی ہے۔اس لئے نشاۃ ثانیہ کے لئے علم کا حصول بے حد ضروری ہے۔

The Renaissance of Muslims can be considered purposeful in the sense that Muslims include future in the whole cultural background and recognize present age with reference to coming days. An important expression of the glory of Islam is the height of the human mind. Therefore, acquisition of knowledge is essential for Renaissance.

(12)

ہمیں فخر ہے کہ قائداعظم ہماری قوم سے تعلق رکھتے تھے اور ایک عظیم کارنامہ جس کی تاریخ میں کوئی مثال نہیں ہے ہماری قوم کے ممتاز رہنما کی کوششوں سے انجام پذیر ہوا۔قائداعظم کی شفیق رہنمائی میں صدیوں کا کام چند سالوں میں مکمل ہو گیا۔وہ مسلمانوں کو متحد کر کے ایک قوم بنوانے میں کامیاب ہوئے اور نتیجتاً اللہ تعالیٰ نے ہمیں پاکستان کی عظیم نعمت سے سرفراز فرمایا۔یہ قائداعظم کی جدوجہد کا ثمر ہے کہ ہم آج پاکستان میں آزادانہ زندگی بسر کر رہے ہیں۔

We are proud that Quaid-i-Azam belonged to our nation and that a great achievement which has no parallel in history was accomplished through the efforts of the illustrious leader of our nation. Under Quaid-i-Azam's benign guidance, the work of centuries was completed in a few years. He succeeded in welding the Muslims into one nation and, as a result of this, the Almighty bestowed upon us the great blessing of Pakistan. It is through the efforts of Quaid-i-Azam, that today, we are leading a free life in Pakistan.

(13)

قوموں کے کردار کا اندازہ ان کے فن تعمیر سے کیا جاتا ہے۔ مسلمانوں نے اپنے عروج کے زمانے میں جو عمارتیں تعمیر کیں ان میں میناروں کو خاص اہمیت حاصل ہے۔ میناروں کی کئی اقسام ہیں۔ اندلس کے بعض مینار چوکور ہیں لیکن ایران اور وسط ایشیا میں مینار مخروطی شکل کے ہیں۔ مسلمانوں کی عمارت حسن، شکوہ اور وحدت تاثر کی اعلیٰ مثالیں ہیں۔

The character of nations can be assessed by their architecture. The buildings which the Muslims constructed during their time of glory contained minarets as a specialty. The minarets are of many kinds. In Andulissia some minarets are quadrilateral but in Iran and Middle Asia the minarets are of conical shape. The buildings erected by the Muslims present fine examples of beauty, grandeur and unity.

(14)

دنیا کے بہت سے ممالک میں ایٹم کے رازوں کی تحقیق جاری ہے۔ یہ امید کی جاتی ہے کہ جلد ہی بہتر اور شاندار ری ایکٹر بنائے جائیں گے۔ یہ کم قیمت پر ایٹمی توانائی حاصل کرنے کے قابل ہو جائیں گے۔ ایٹم توانائی کی ٹھوس شکل مہیا کرتے ہیں۔ ایٹمی توانائی بہت سے طریقوں اور بہت سے مقاصد کے لئے استعمال کی جاسکتی ہے۔ تمام کرہ ارض کے لئے امن اور خوشحالی لانے کے لئے استعمال کی جاسکتی ہے۔ یہ اس دنیا اور اس کے باشندوں کو تباہ کرنے کے لئے بھی استعمال کی جاسکتی ہے۔

The research in the mysteries of the atom is going on in many countries of the world. It is hoped that very soon better and excellent reactors will be made. These will be able to obtain atomic energy at an economical cost. Atoms provide compact form of energy. Atomic energy can be used in many ways and for many purposes. It can be used to bring peace and prosperity to the whole of the earth. It can also be used to destroy this world and its inhabitants.

(15)

زندگی کے نشیب وفراز میں ایسے لمحات بھی آتے ہیں جب انسان بالکل ناامید ہو جاتا ہے۔ اسے ہر طرف اندھیرا ہی اندھیرا دکھائی دیتا ہے اور اس کی مقابلے کی سکت ختم ہو جاتی ہے۔ یہ بات انسان کی عظمت کے خلاف ہے۔ دنیا میں جتنی بھی ترقی ہوئی ہے وہ اس عزم و ہمت کا نتیجہ ہے جو کہ اللہ تعالیٰ نے انسان کو عطا فرمائی۔ انسان کو چاہئے کہ کبھی ہمت نہ ہارے بلکہ مردانہ وار ناکامیوں کا مقابلہ کرے۔ اللہ تعالیٰ ایک دن ضرور کامیابی عطا کرے گا۔

Such moments also come in the ups and downs of life when man becomes quite disappointed. He sees darkness everywhere. He loses power to face the difficulties. It is against the dignity of man. All progress of world is the result of that perseverance and determination which Allah has given to man. Man should never lose heart. But he should face the failure manfully. Allah will give success at last.

Continuous Paragraphs for Translation

(1)

بہار[1] سب موسموں سے حسین اور خوشگوار[2] موسم ہے۔یوں تو موسموں کا چکر سال بھر چلتا رہتا[3] ہے۔لیکن بہار کے آتے ہی قدرت[4] کا رنگ بدل جاتا ہے۔فضا کتنی دلکش اور زمین کتنی رنگین نظر آتی ہے۔سبزہ ہر جگہ پھیلا ہوا نظر آتا ہے گویا کسی نے سبز مخمل[5] کا فرش بچھا دیا ہو۔رنگ برنگے پھول ہوا میں لہلہاتے ہیں[6]۔کلیاں[7] پھول بنتی ہیں اور شاداب پھولوں سے ٹہنیاں لد جاتی[8] ہیں۔پرندے ہوا میں رقص کرتے ہیں۔گاتے ہیں جسے سن کر انسان وجد[9] میں آجاتا ہے۔پہاڑ اور وادیاں سرسبز نظر آتی ہیں۔فضا میں گویا زندگی کی نئی لہر[10] دوڑ جاتی ہے۔

Vocabulary

1. Spring; 2. Pleasant; 3. Weather cycle goes on moving; 4. Nature; 5. Velvet; 6. Toss their heads; 7. Buds; 8. Laden; 9. Ecstatic; 10. Current / Breath.

(2)

رومیوں کے بعد جس قوم کا ستارہ چمکا[1] وہ عرب تھے۔عرب شروع میں ایک نیم وحشی[2] قوم ہوا کرتے تھے۔لوٹ مار اور جنگ وجدل[3] ان کا رات دن کا کام تھا۔لیکن آج سے تیرہ سو برس پہلے ان میں ایک ایسا انسان پیدا ہوا جس نے ان کی کایا پلٹ دی[4] وہ بتوں کی پوجا کرتے تھے۔اس نے انہیں ایک خدا کی پرستش کرنا سکھائی۔وہ قتل[5] وخون ریزی[6] کے شائق[7] تھے۔اس نے انہیں بھائی بھائی[8] بنا دیا اور سب کو ایک جھنڈے[9] تلے جمع کر کے ایک قوم بنا دیا۔جانتے ہو اس مصلح اعظم[10] کا کیا نام ہے؟ یہ محمد ﷺ ہیں۔

Vocabulary

1. Rose to power; 2. Semi-barbaric; 3. Warfare; 4. Changed their nature; 5. Murder; 6. bloodshed; 7. Fond of; 8. Brethren; 9. Under one banner; 10. Great reformer.

(3)

علامہ اقبال ہمارے قومی شاعر[1] ہیں۔وہ سیالکوٹ میں پیدا ہوئے۔ابتدائی تعلیم[2] بھی وہاں ہی حاصل کی۔اس کے بعد لاہور چلے آئے۔جہاں سے انہوں نے فلسفہ میں ایم اے کیا۔کچھ دن وہ گورنمنٹ کالج میں پروفیسر رہے۔پھر وہ انگلستان چلے گئے۔انگلستان سے واپسی پر انہوں نے لاہور میں وکالت شروع کی[3] لیکن انہیں یہ کام پسند نہیں تھا۔ ان کی زیادہ تر دلچسپی[4] شاعری[5] اور قومی مسائل[6] میں تھی۔جب وہ سوچتے کہ تمام دنیا میں مسلمان غریب، جاہل[7] اور پسماندہ[8] ہیں تو انہیں دکھ ہوتا۔اسی دکھ کو انہوں نے اپنے شعروں میں بیان کیا ہے۔لیکن ان کی شاعری کی یہ خوبی ہے کہ پڑھنے والے کو غمگین نہیں بناتی[9] بلکہ اسے عمل پر اکساتی[10] ہے۔اقبال کا ہر شعر[11] زندگی کے جذبہ[12] سے بھرپور ہے۔

Vocabulary

1. National Poet; 2. Elementary education; 3. Started practice as a lawyer; 4. Interest; 5. Poetry; 6. National Issues; 7. Ignorant; 8. Backward; 9. Sadden; 10. Urges to action;

11. Verse; 12. Passion for life.

(4)

ایک اچھی حکومت کا سب سے بڑا فرض یہ ہے کہ اہل ملک [1] کے لیے ضروریات زندگی [2] سستی کرے۔ ضروریات زندگی سے مراد محض اناج [3] ہی نہیں، اناج، کپڑا، طبی سہولتیں، تعلیم وغیرہ بھی ضروریاتِ زندگی میں شامل ہیں۔ حکومت کو قیمتیں گرانے کی پوری کوشش [4] کرنی چاہیے تاکہ دیہاتی اور شہری دونوں طبقوں سے تعلق رکھنے والے عوام [5] آرام دہ [6] زندگی بسر کر سکیں۔ ہماری رائے میں اس وقت عوام کی اس سے بڑی خدمت [7] اور کوئی نہیں ہو سکتی کہ ضروریاتِ زندگی کو سستا کیا جائے اور ان کی بہم رسانی [8] کا ایسا انتظام کیا جائے کہ ہر شخص اپنی ضروریات زندگی مناسب مقدار [9] میں اور مناسب قیمت [10] پر حاصل کر سکے۔ صرف یہی اقدام [11] حکومت کی ہر دلعزیزی [12] کی ضمانت ہو سکتا ہے [13]۔

Vocabulary

1. Citizens; 2. Necessities of life; 3. Food; 4. Utmost effort to bring down the prices; 5. People belonging to both the rural and urban areas; 6. Comfortable; 7. Service; 8. Distribution / Supply; 9. Appropriate quantity; 10. Reasonable price; 11. Step; 12. Popularity; 13. Guarantee.

(5)

خیبر کی فتح [1] حضرت علی کا بہت بڑا کارنامہ [2] ہے۔ ان کی بہادری کی وجہ سے مسلمان ان کو شیر خدا کہتے ہیں۔ وہ صرف بہادر ہی نہیں تھے رحم دل [3] بھی تھے۔ غریبوں اور کمزوروں کو اپنے پاس بلاتے اور محبت سے پیش آتے تھے۔ نیک اور دیندار [4] لوگوں کی عزت کرتے تھے۔ وہ بہت بڑے عالم [5] تھے۔ ہر بات پر غور کرتے اور سوچتے [6] تھے۔ لوگوں کو جب کوئی مشکل پیش آتی تو ان کے پاس جاتے اور مشورہ لیتے [7] تھے۔ آپ کی زندگی بہت سادہ تھی۔ سادہ غذا [8] کھاتے اور سادہ لباس پہنتے تھے۔ جب خلیفہ [9] بنے تو اس وقت بھی ان کی زندگی سادہ ہی رہی۔

Vocabulary

1. Capture; 2. Achievement; 3. Merciful; 4. Pious and holy; 5. Scholar; 6. Meditate and think; 7. To seek advice; 8. Simple food; 9. Caliph.

(6)

چھ ستمبر ایک ایسا دن ہے [1] جب قوم اپنی بری فوج، فضائیہ اور بحریہ [2] کے جوانوں [3] کی یاد تازہ [4] کرتی اور انہیں خراج عقیدت [5] پیش کرتی [6] ہے۔ یہی دن ہے جب مسلح افواج [7] کے ارکان [8] اور ہر شعبہ زندگی [9] سے تعلق رکھنے والے شہری [10] خلوص اور وفاداری سے ملک کی خدمت کا عزم کرتے [11] ہیں اور ملک کے دفاع کے لیے اپنی جانیں نثار کرنے [12] کے عہد [13] کی تجدید کرتے [14] ہیں۔

Vocabulary

1. Is a day; 2. Army, Airforce and Navy; 3. Soldiers / Jawans; 4. Remembers; 5. Tribute; 6. Pays; 7. Armed forces; 8. Members; 9. Walk of life; 10. Citizens; 11. Vow / pledge; 12. Sacrifice; 13. Promise; 14. Renew.

(7)

چند سال قبل ہمیں اپنی قومی زندگی کے سب سے بڑے چیلنج کا سامنا کرنا پڑا تھا[1]۔ ہماری ملّت[2] خطرے میں تھی۔ ہماری عزت خطرے میں تھی۔ ہماری آزادی خطرے میں تھی۔ ہماری خودمختاری[3] خطرے میں تھی لیکن خداوند قدوس کا لاکھ لاکھ شکر ہے[4] کہ اس نے اپنی عنایت بے پایاں[5] سے ہمیں اتنی طاقت اور توانائی عطا فرمائی کہ ہم نے اپنے سے کئی گنا زیادہ قوی دشمن کے چھکے چھڑا دیے[6]۔ اس ناگہانی آزمائش[7] میں ہم کامران اور سرخرو[8] ہوئے۔

Vocabulary

1. Had to face; 2. Nation; 3. Independence; 4. God be thanked a million times; 5. His infinite mercy; 6. Humiliated and defeated; 7. Sudden trial; 8. Successful and glorious;

(8)

چودہ اگست ۱۹۴۷ء کو ہندوستان میں انگریزی حکومت[1] ختم[2] ہوگئی اور ملک دو آزاد ریاستوں میں تقسیم[3] کر دیا گیا۔ اس طرح پاکستان وجود[4] میں آیا۔ ۱۷ اگست کو حد بندی کمیشن[5] کے صدر نے اپنا فیصلہ[6] سنایا اور کم از کم سات ایسی تحصیلیں ہندوستان کے حوالے کر دیں جن میں مسلمانوں کی تعداد سب قوموں[7] سے زیادہ تھی اور ان کی حدود[8] پاکستان سے ملی[9] ہوئی تھیں۔ اس نامنصفانہ فیصلہ[10] سے قتل و غارت[11] کا ایک افسوس ناک دور[12] شروع ہوا۔ لاکھوں مسلمانوں کو ان کے آبائی وطن[13] سے اٹھا کر پاکستان کی طرف دھکیل[14] دیا گیا تاکہ اس نئی ریاست کی مشکلات بڑھ جائیں۔ اس غم نے قائدِ اعظم کی صحت برباد[15] کر دی لیکن ان کی ہمت[16] اور عام پاکستانیوں[17] کے صبر و استقامت[18] سے اکثر مشکلات پر قابو پا لیا گیا۔

Vocabulary

1. British rule; 2. Ended; 3.Divided into; 4.Came into existence; 5. Boundary Commission 6. Gave his award; 7. Nations; 8. Borders; 9. Adjacent; 10. Unjust award; 11. Bloodshed 12. Sad period; 13. Native land; 14. Push; 15. Ruin; 16. Courage; 17. Patience and perseverance; 18. Overcome.

(9)

آل انڈیا مسلم لیگ کا ایک سالانہ اجلاس[1] ۱۹۳۰ء میں الہ آباد میں ہوا۔ علامہ اقبال نے اس اجلاس کی صدارت[2] کی۔ انہوں نے ان تجاویز[3] کا ذکر کیا جو مسلمان رہنما[4] اپنے مسائل کے حل[5] کے لیے پیش کر چکے تھے۔ اقبال نے کہا، ''میری آرزو ہے کہ پنجاب، صوبہ سرحد، سندھ اور بلوچستان کو ملا کر ایک علیحدہ مملکت[6] بنا دی جائے مجھے تو یہ نظر آتا ہے کہ شمال مغربی ہند میں ایک متحدہ اسلامی ریاست کا قیام اس علاقے کے مسلمانوں کی تقدیر میں لکھا جا چکا ہے[7]۔ اس ملک میں اسلام ایک تمدنی حیثیت[8] سے اسی صورت میں زندہ رہ سکتا ہے کہ اسے ایک مخصوص علاقہ[9] مل جائے۔'' اس زمانے میں بہت سے لوگوں نے سمجھا کہ یہ ایک شاعر کا خواب ہے۔ لیکن ۱۹۴۰ء میں مسلم لیگ نے پاکستان کی قرارداد[10] منظور کی اور مسلمانوں نے قائدِ اعظم کی قیادت میں[11] اپنی ریاست کے لیے جدوجہد شروع کر دی۔

Vocabulary

1. Annual session; 2. Presided over; 3. Proposals; 4. Leaders; 5. Solution; 6. Separate state; 7. Ordained for the Muslims; 8. Cultural entity; 9. Particular region; 10. Resolution; 11. Under the leadership.

(10)

جب ہندوستان اپنی تمام تر فوجی قوت[1] کے باوجود لاہور پر قبضہ نہ کر سکا تو غصہ اور مایوسی سے پاگل[2] ہو گیا۔ اب ہندوستانی افواج نے سیالکوٹ پر زبردست حملہ[3] کر دیا۔ ان کے پاس سینکڑوں ٹینک اور بے شمار اسلحہ تھا۔ وہ یہ بھول گئے تھے کہ ان کا مقابلہ ایک ایسی بہادر قوم سے ہے جو کبھی شکست قبول نہیں کرتی[4]۔ چونڈہ کی جنگ میں مسلمانوں نے اپنے شاندار ماضی کی روایات کو زندہ کیا[5] اور دستی بموں[6] اور راکٹوں[7] کے ساتھ ہندوستانی ٹینکوں پر ٹوٹ پڑے[8]۔ چونڈہ کے آس پاس کا علاقہ ہندوستانی ٹینکوں کا قبرستان[9] بن گیا۔ ہندوستان کا ایک اور خوابِ پریشان[10] بن گیا تھا۔

Vocabulary

1. All its military might; 2. Mad with anger and frustration; 3. Fierce attack; 4. Never accepts defeat; 5. Revived the traditions of their glorious past; 6. Hand grenades; 7. Rockets; 8. Fell upon; 9. Graveyard; 10. Dream had become a nightmare.

(11)

پاکستان جس کے قیام[1] کے لیے ہم پچھلے دس سال سے جدوجہد[2] کر رہے تھے خدا کے فضل و کرم[3] سے آج ایک زندہ حقیقت[4] بن گیا ہے۔ ہماری اپنی ریاست کا قیام بذاتِ خود ایک مقصد[5] نہ تھا بلکہ مقصد کے حصول کا ایک ذریعہ[6] تھا۔ مقصد یہ تھا کہ ہماری ایک ریاست ہو جس میں ہم آزاد انسانوں کی طرح رہ سکیں اور جسے ہم اپنے نظریات اور ثقافت[7] کے مطابق ترقی[8] دے سکیں اور جہاں اسلام کے معاشرتی انصاف کے اصول[9] پورے طور پر رائج ہوں[10]۔ مجھے کبھی بھی ان مشکلات کے بارے میں غلط فہمی[11] نہ تھی جو ہمیں سر کرنی[12] ہیں۔ لیکن مجھے یقین کامل تھا کہ میں مسلمانوں اور اقلیتوں[13] کے مکمل تعاون[14] اور حمایت[15] پر بھروسہ[16] کر سکتا ہوں۔ (قائدِ اعظم)

Vocabulary

1. Establishment; 2. Strive; 3. By the grace of God; 4. Established fact; 5. End in itself 6. Means to an end; 7. Culture; 8. Develop; 9. Principles of Islamic social justice; 10. Find free play; 11. Illusion; 12. Overcome; 13. Minorities; 14. Full Cooperation; 15. Support; 16. Count upon.

(12)

۱۸۴۶ء میں انگریزوں نے جموں اور کشمیر کی خوبصورت وادی[1] گلاب سنگھ کے ہاتھ فروخت کر دی۔ وادی کے ساتھ کشمیر کے مسلمان بھی بیچ دیے گئے۔ ۱۹۴۷ء میں پاکستان وجود[2] میں آیا۔ کشمیر کے لوگ پاکستان میں شامل ہونا[3] چاہتے تھے۔ راجہ ہری سنگھ نے ہندوستان کے ساتھ الحاق

[4] کرلیا۔ شیخ عبداللہ نے فیصلے[5] کی حمایت[6] کی۔ کشمیریوں نے ہتھیار[7] اٹھالیے[8]۔ ہندوستانی فوج وادی میں داخل ہوگئی۔ پاکستان نے
کشمیریوں کی مدد کی۔ کشمیر کا ایک حصہ آزاد[9] کرالیا گیا۔ آخر اقوام متحدہ[10] نے کشمیر میں استصواب[11] کرانے[12] کا وعدہ کیا۔ ہندوستان اس پر
راضی[13] ہوگیا۔ جنگ ختم ہوگئی۔ ہندوستان وعدہ سے مکر[14] گیا۔ روس[15] نے ہندوستان کی حمایت کی۔ اقوام متحدہ بے بس[16] ہوگئی۔ استصواب
نہ ہوسکا۔ وادی کا ایک بڑا حصہ آج بھی ہندوستان کے قبضہ[17] میں ہے۔

Vocabulary

1. Beautiful valley; 2. Came into being; 3. Join; 4. Accede; 5. Decision; 6. Support; 7. Arms; 8. Take up; 9. Liberate; 10. United Nations; 11. Plebiscite; 12. Hold; 13. Agree to; 14. Go back on; 15. Russia; 16. Helpless; 17. Occupation

(13)

حقیقت یہ ہے کہ مسلمان ایک اعتماد کرنے والی[1] قوم ہے۔ وہ ہروقت کسی بھی ایسے شخص پر اعتماد کرنے[2] اور اس کے پیچھے چلنے[3] پر تیار رہتے
ہیں[4] جو ان کے لیے ان کے خوابوں[5] کو تعبیر دینے[6] کا وعدہ کرتا ہے۔ ایسے شخص کو وہ غیر مشروط[7] حمایت[8] اور وفاداری[9] دیتے ہیں اور اس کی
بہت سی کمزوریوں[10] کو معاف کردیتے[11] ہیں۔ لیکن ایسا وہ صرف ایک مختصر[12] مدت[13] کے لیے ہی کرتے ہیں۔ ان کا اصلی[14] معیار[15]
قرونِ اولیٰ[16] کے مسلمانوں کا کردار[17] اور عمل[18] ہے۔

Vocabulary

1. Trusting; 2. To trust; 3. to follow; 4. Ready willing; 5. Dreams; 6. Realize; 7. Unconditional; 8. Support; 9. Loyalty; 10. Weaknesses; 11. Forgive; 12. Brief; 13. Period of time; 14. Real; 15. Standard; 16. Early Islamic period; 17. Character; 18. Conduct

(14)

اسلامی ریاست میں کوئی مخصوص طبقہ[1] اپنے قوانین اور نظریات[2] عوام پر مسلط[3] نہیں کرسکتا۔ اسلامی ریاست میں صرف قرآن اور سنت کے
قوانین کو بالادستی[4] حاصل ہوگی۔ حکومت عوام کی نمائندہ[5] ہوگی۔ پارلیمنٹ عوام کی رائے سے منتخب ہوگی۔ وہ معاملات جن کے متعلق خدا نے کوئی
صریحاً حکم[6] نہیں دیا۔ مسلمانوں کے اجماع[7] سے طے ہوں گے۔ خدا کے احکام کی تشریح[8] تمام مسلمان جو مذہبی معاملات کا علم رکھتے ہیں کریں
گے۔ کوئی مخصوص طبقہ یا گروہ اس بات کا حقدار نہیں ہوگا کہ وہ اپنی مرضی کے مطابق اسلام کی تشریح کرے[9]۔

Vocabulary

1. Particular group or class; 2. Ideas and laws; 3. Thrust; 4. Supremacy; 5. Representative; 6. Clear injunction; 7. Consensus; 8. Interpretation; 9. Will not have the monopoly of interpreting Islam according to its own interests.

(15)

کیاوہ قربانیاں[1] جوہم نے دی ہیں رائیگاں[2] جائیں گی؟ کیا ہم ہاتھ پر ہاتھ دھرے اپنے نقصانات کا ماتم[3] کرتے رہیں گے؟ اگر ہم ایسا کریں گے تو ہم وہی کریں گے جو ہمارے دشمن ہم سے چاہتے ہیں۔ اس طرح ہم ان کے ہاتھوں میں کھیل رہے ہوں گے[4] اور ان کے رحم وکرم[5] پر ہوں گے۔ اپنے دشمن کی چالوں[6] کا مناسب جواب[7] یہ ہے کہ ہم مصمم ارادہ[8] کے ساتھ اپنے ملک کو مضبوط و مستحکم بنیادوں[9] پر تعمیر کرنا شروع کریں اور اسے ایک ایسی ریاست بنادیں جو ہمارے بچوں کے رہنے کے لیے مناسب جگہ[10] ہو۔ (قائدِ اعظم)

Vocabulary

1. Sacrifices; 2. vain, useless; 3. mourn over; 4. Play their game; 5. At their mercy; 6. Tricks; 7. Fitting response; 8. Grim determination; 9. Strong and firm foundation; 10. Fit to live in.

(16)

کچھ لوگ کہتے ہیں کہ مسلمان بے شمار فرقوں[1] میں بٹے ہوئے ہیں۔ ان حالات میں پاکستان میں اسلامی ریاست[2] کیسے قائم[3] ہو سکتی ہے۔ حقیقت یہ ہے کہ لوگ اس سلسلے میں مبالغہ سے کام لیتے ہیں[4]۔ مسلمانوں کے باقاعدہ فرقوں کی تعداد صرف چھ یا سات ہے۔ بڑے فرقے صرف دو ہی ہیں۔ اکثر فرقے صرف تاریخ کی کتابوں میں ملتے ہیں، یا ان لوگوں کے ذہن میں جو کسی غیر ملکی اور غیر مذہبی نظریہ حیات میں یقین[5] رکھتے ہیں۔ پھر مسلمانوں کے باہمی اختلافات اتنے شدید[6] ہرگز نہیں کہ وہ اسلامی ریاست کے بنیادی اصولوں[7] پر متفق نہ ہو سکیں۔ کئی سال ہوئے مسلمانوں کے سبھی فرقوں کے علماء نے اتفاق رائے[8] سے اسلامی نظام کے بنیادی اصول طے کیے تھے[9]۔

Vocabulary

1. Sects; 2. Islamic state; 3. Establish; 4. Exaggerate; 5. Believe in some alien and irreligious ideology; 6. Sharp; 7. Basic principles; 8. Unanimously 9. Decided upon.

(17)

قرآن اور سنت نے ٹیکسوں کا نظام[1] مقرر[2] نہیں کیا۔ زکوۃ ایک مذہبی ٹیکس[3] ہے۔ جو ہر مسلمان پر فرض[4] ہے۔ اس کے علاوہ حکومت ملک کی ضروریات کے مطابق شہریوں پر ٹیکس لگا سکتی[5] ہے۔ اسلام اس سلسلے میں صرف یہ شرط[6] لگاتا ہے کہ ٹیکس ملک کی ضروریات کے لیے لگائے جائیں[7] اور انہیں عوام[8] کی فلاح و بہبود[9] کے لیے خرچ[10] کیا جائے۔ کوئی حاکم اپنی جیب بھرنے کے لیے ٹیکس وصول نہیں کر سکتا۔ اگر کوئی ایسا کرے گا تو خدا اور عوام کے آگے جواب دہ[11] ہوگا۔

Vocabulary

1. System; 2. Prescribe; 3. Religious tax; 4. Compulsory; 5. Levy; 6. Condition; 7. Impose; 8. Masses; 9. Welfare; 10. Spend; 11. Answerable to.

(18)

ہندوستان ایشیا[1] کی سب سے بڑی قوت[2] بننا چاہتا ہے۔ وہ برصغیر[3] پر غلبہ[4] حاصل کرنا چاہتا ہے۔ پاکستان کو اس نے ایمانداری[5] سے تسلیم[6] نہیں کیا ہے۔ پاکستان کے خلاف اس کی دشمنی[7] کی یہی وجوہات[8] ہیں۔ ۱۹۴۷ میں ہندو رہنماؤں[9] نے ماؤنٹ بیٹن[10] اور ریڈکلف[11] کے ساتھ سازش[12] کی پاکستان کو بہت سے ایسے علاقوں سے محروم[13] کر دیا گیا جو حقیقتاً[14] پاکستان کا حصہ تھے۔ اس کے بعد ہندوستان نے جوناگڑھ، مناواڈر، حیدرآباد اور کشمیر پر زبردستی قبضہ کر لیا۔ یہ ریاستیں پاکستان سے الحاق[15] چاہتی تھیں۔ ۱۹۶۵ میں ہندوستان نے پاکستان پر حملہ کر دیا۔ جنگ سترہ روز تک جاری رہی۔ ہندوستان کو شکست[16] ہوئی لیکن ہم کشمیر کو آزاد[17] نہ کرا سکے۔

Vocabulary

1. Asian; 2. Greatest power; 3. Sub-continent; 4. Domination; 5. Honestly; 6. Recognize; 7. Enmity; 8. Reasons; 9. Hindu leaders; 10. Mountbatten; 11. Redcliff; 12. Conspire; 13. Deprive; 14. In fact; 15. Join; 16. Defeat; 17. Liberate

(19)

پاکستان چین کا دوست ہے۔ کچھ بڑے ملک اس دوستی کو پسند نہیں کرتے۔ انہوں نے ہندوستان کے ساتھ سازش[1] کی۔ پاکستان کے کچھ غدار[2] ان کے ساتھ مل گئے۔ مشرقی پاکستان میں گڑبڑ[3] پیدا[4] کی گئی۔ ہندوستانی تخریب کار[5] مشرقی پاکستان میں داخل ہو گئے۔ کچھ وقت کے بعد ہندوستانی فوج نے حملہ کر دیا۔ ہم اپنے وطن کا دفاع[6] کرنے میں ناکام رہے۔ سازش[7] اور جارحیت[8] کامیاب ہو گئے۔ ہمیں نئی صورت حال[9] قبول کرنا پڑی۔ ہم نے بنگلہ دیش کو تسلیم[10] کر لیا۔ لیکن بنگالی مسلمانوں نے جلد ہی حقیقت[11] کو پا لیا۔ شیخ مجیب الرحمان کا طلسم[12] ٹوٹ گیا۔ وہ اپنے خلاف ایک انقلاب میں مارا گیا۔

Vocabulary

1.Conspire; 2. Traitors; 3. Disorder; 4. Create; 5. Disruptionists; 6. Defend; 7. Conspiracy; 8. Aggression; 9. Situation; 10. Recognize; 11. Reality; 12. Spell

(20)

کچھ لوگ کہتے ہیں کہ مسلمان ایک جذباتی[1] قوم[2] ہیں۔ انہیں آسانی سے آمادہ عمل کیا[3] جا سکتا ہے اور اتنی ہی آسانی[4] سے سلایا[5] جا سکتا ہے۔ وہ آسانی سے خوش[6] ہو جاتے ہیں اور اتنی ہی آسانی سے ناراض[7] ہو جاتے ہیں۔ انہیں متاثر[8] کرنے کا یقینی طریقہ[9] ان کے جذبات[10] کو ابھارنا[11] ہے۔ اگر کوئی جائز[12] یا ناجائز[13] طریقوں[14] سے ایسا کر سکے تو وہ ایک ہی لمحہ[15] میں ان کا ہیرو بن سکتا ہے۔ وہ فوراً اسے اپنا نجات دہندہ[16] مان[17] لیں گے۔

Vocabulary

1. Emotional; 2. Nation; 3. Roused to action; 4. As easily; 5. Put to sleep; 6. Pleased; 7. Annoyed; 8. To influ ence; 9. The surest way; 10. Emotions; 11. To rouse; 12. Fair; 13. Foul; 14. Means; 15. In a moment; 16. Saviour; 17. Accept

(21)

پاکستان اسلام کے نام پر قائم ہوا[1] ہے۔صرف اسلام ہی اس کی بقاء[2] کی ضمانت[3] ہوسکتا ہے۔پاکستان کے لوگوں میں بہت سی چیزیں مشترک[4] ہیں۔یہ بھی درست ہے کہ پاکستان میں بہت سی زبانیں[5] بولی جاتی ہیں۔یہ زبانیں ایک دوسرے سے زیادہ مختلف[6] نہیں ہیں۔وہ ایک ہی رسم الخط[7] میں لکھی جاتی ہیں۔ان کے ذخیرہ الفاظ[8] کا ایک بڑا حصہ مشترک ہے۔کچھ لوگ کہتے ہیں کہ پاکستان کے لوگ کئی نسلوں[9] سے تعلق[10] رکھتے ہیں۔یہ درست نہیں۔پاکستان کے لوگ صدیوں[11] سے اکٹھے رہ رہے ہیں۔وہ ذات پات[12] میں یقین[13] نہیں رکھتے۔اسلام نے انہیں ایک نسل بنادیا ہے۔اسلام رنگ و نسل[14] سے بالاتر[15] ہے

Vocabulary

1.Establish; 2.Survival; 3.Guarantee; 4.Common; 5.Languages; 6.Different; 7.Script 8.Vocabulary; 9.Races; 10.Belong; 11.Centuries; 12.Caste system; 13.Believe; 14.Race and colour; 15. Above

(22)

ہم یقین[1] سے نہیں کہہ سکتے کہ ہماری زمین کب اور کیسے وجود میں آئی[2] تھی۔کچھ سائنس دان[3] کہتے ہیں کہ شروع میں[4] زمین سورج کا حصہ[5] تھی۔ایک دفعہ ایک بڑا ستارہ[6] سورج کے قریب آگیا۔اس ستارے کی کشش[7] سے چند چھوٹے ٹکڑے[8] سورج سے ٹوٹ[9] گئے۔یہ ٹکڑے سورج کے گرد چکر لگانے[10] لگے۔یہ ہمارے سورج کے سیارے[11] ہیں۔ہماری زمین ان میں سے ایک ہے۔شروع میں ہماری زمین بہت گرم تھی آہستہ آہستہ[12] وہ سرد[13] ہونے لگی۔اب زمین میں اپنی حرارت[14] بہت ہی کم ہے۔یہ روشنی اور حرارت کے لیے سورج پر انحصار[15] کرتی ہے۔

Vocabulary

1. With certainty; 2. Came into being; 3. Scientists; 4. In the beginning; 5. Part; 6. Star 7. Attraction; 8. Pieces; 9. Break away; 10. Revolve; 11. Planets; 12. Gradually; 13. Cool down; 14. Heat; 15. Depend

(23)

ہم ہوا کو نہیں دیکھ سکتے کیونکہ ہوا نہ[1] شکل[2] رکھتی ہے نہ[3] رنگ[4] مگر ہوا، آپ جانتے ہیں[5] ہر جگہ موجود ہے۔یہ گھر کے اندر[6] بھی ہے اور باہر[7] بھی۔یہ ہمارے اردگرد[8] ہر طرف ہے۔ہم جہاں کہیں بھی ہوں، سانس کے ذریعے ہوا اپنے جسم کے اندر لے جاتے[9] ہیں۔ ہوا ایک جگہ سے دوسری جگہ بھی جاتی[10] ہے مگر کوئی جگہ ہوا کے بغیر[11] نہیں رہتی۔ہوا کا ایک اہم[12] جزو[13] آکسیجن[14] پانی میں بھی موجود ہے۔ہم پانی سے آکسیجن جسم میں نہیں لے جاسکتے[15] مگر مچھلیاں ایسا کرسکتی ہیں۔

Vocabulary

1. Neither; 2. Form; 3. Nor; 4. Colour; 5. You know; 6. Indoors; 7. Outdoors; 8. All around; 9. Take in; 10. Move; 11. Without; 12. Important; 13. Element; 14. Oxygen; 15.

Inhale; 16. Can do so

(24)

ہر آدمی کو شہر اور صوبے سے محبت ہونی چاہیے لیکن ایک شہر یا صوبہ پورے ملک کا صرف ایک حصہ ہے۔ اس کی بہبود[1] ملک کی بہبود پر منحصر ہے۔ ہمیں مقامی اور علاقائی مفادات[2] کو یہ اجازت نہیں دینی چاہیے کہ وہ ہمیں ملک کے مجموعی مفاد[3] سے بے نیاز[4] کر دیں۔ صوبائیت[5] ایک زہر[6] ہے۔ یہ آہستہ آہستہ[7] لیکن یقینی طور[8] پر اثر کرتا ہے اور ملک کی سالمیت[9] کے لیے خطرہ بن جاتا ہے۔ (قائدِ اعظم)

Vocabulary

1. Welfare; 2. Local and regional interest; 3. Collective national interest; 4. Forgetful; 5. Provincialism; 6. Poison; 7. Gradually; 8. Surely; 9 Integrity

(25)

سر سید احمد خاں کا نام ہم سب نے سنا ہے۔ وہ بڑے عظیم انسان تھے۔ انہوں نے دیکھا کہ ہندو زندگی کے ہر شعبے[1] میں ترقی کر رہے ہیں۔ اور ان کی ترقی تعلیم کی وجہ سے ہے۔ سر سید احمد خاں نے ایک سکول قائم[2] کیا اور پھر کالج جو بعد ازاں[3] علی گڑھ مسلم یونیورسٹی بن گیا۔ انہوں نے بڑے فاضل استادوں[4] کو علی گڑھ بلایا۔ سارے ہندوستان کے مسلمانوں نے اپنے بیٹوں کو تعلیم کے لیے وہاں بھیجا۔ مسلمان بھی ہندوؤں کے پہلو بہ پہلو[5] ترقی[6] کرنے لگے۔

Vocabulary

1. Field of life; 2. Established; 3. Afterwards; 4. Highly learned teachers; 5. Side by side; 6. Make progress

(26)

قائدِ اعظم مسلمانوں کے عظیم ترین[1] رہنما[2] تھے۔ ان کا نام محمد علی جناح تھا۔ وہ کراچی میں پیدا ہوئے اور سندھ مدرسہ میں پڑھتے رہے۔ وہ بہت ذہین، عقلمند اور بہادر تھے۔ انہیں مسلمانوں سے بہت محبت تھی۔ وہ جانتے تھے کہ ہندو مسلمانوں کے دشمن ہیں۔ آزادی[3] کے بعد وہ مسلمانوں کو غلام[4] بنا لیں گے۔ انہوں نے مسلمانوں کے لیے الگ[5] ملک کا مطالبہ[6] کیا۔ پاکستان وجود[7] میں آ گیا۔ قائدِ اعظم پاکستان کو جمہوری[8] ملک بنانا چاہتے تھے۔

Vocabulary

1. Greatest; 2. Leader; 3. Freedom; 4. Enslave; 5. Separate country; 6. Demanded; 7. Came into being; 8. Democratic

(27)

ہم پاکستان کے نوجوان[1] ہیں۔ ہمیں چاہیے کہ محنت کریں اور پوری دیانتداری سے اپنا کام کریں۔ اپنے وطن اور اہلِ وطن[2] کے لیے ایسے کام کریں کہ جو کوئی ہمیں دیکھے ہماری تعریف[3] کرے۔ وقت آنے پر ہم اپنے وطن کے لیے اپنی زندگی کی بازی[4] لگانے کی بھی پرواہ[5] نہ کریں۔ ہر قربانی کے لیے تیار ہو جائیں اور دشمن کے ناپاک[6] ارادوں کو خاک[7] میں ملا دیں۔ اس طرح دنیا پر ثابت[8] کر دیں کہ پاکستان کے باشندے ایک

زندہ قوم ہیں اور ناموس وطن[9] کی خاطر بڑی سی بڑی قربانی دینے سے بھی گریز[10] نہیں کرتے۔ ہمارا ماضی بڑا تابناک ہے۔ ہم نے ہمیشہ دشمن کو شکست دی ہے۔

Vocabulary

1. The youth; 2. Country men; 3. Admire; 4. Sacrifice our life; 5. Hesitate 6. Evil designs; 7. Foil; 8. Prove; 9. Prestige of the country; 10. Avoid.

(28)

ہم نے پاکستان قائم کرنے[1] کے لیے بے حد قربانیاں[2] دی ہیں۔ ہمیں کبھی بھی ان قربانیوں کو نہیں بھولنا چاہیے۔ ہمیں خدا تعالیٰ کا شکر ادا کرنا چاہیے کہ آج ہم ایک آزاد[3] قوم ہیں۔ پاکستان ہمیں اپنی جان سے بھی پیارا ہے۔ ہم ہمیشہ اپنے وطن[4] کی حفاظت[5] اور بہتری کے لیے تیار ہیں۔ ہماری طاقت کا سب سے بڑا ہتھیار[6] ہمارا نظام تعلیم ہے۔ اگر ہم علم حاصل کریں گے تو ترقی[7] کریں گے۔ ہمارا فرض ہے کہ دن رات محنت کریں۔

Vocabulary

1. Establish; 2. Sacrifices; 3. Independent nation; 4. Motherland; 5. Protection. 6. Weapon; 7. Progress

(29)

نبی کریم ﷺ نہایت سادہ زندگی بسر[1] کرتے تھے۔ آپ ﷺ معمولی کپڑے پہنتے تھے اور سادہ کھانا کھاتے تھے۔ آپ ﷺ ہمیشہ سچائی پر اصرار[2] کرتے۔ آپ ﷺ بہت سویرے اٹھتے اور نماز ادا[3] کرتے۔ نماز سے فارغ[4] ہونے کے بعد آپ ﷺ زندگی کے دوسرے کاموں[5] کو ادا کرتے۔ آپ ﷺ اپنے کمرے کا فرش خود صاف کر لیتے۔ پھٹے ہوئے کپڑوں کو خود پیوند[6] لگاتے اور جوتوں کی بھی خود ہی مرمت[7] فرما لیتے۔

Vocabulary

1. Led; 2. Insisted on; 3. Offered; 4. Performance; 5. Activities; 6. Patched; 7. Mended

(30)

عبدالستار ایدھی ایک نیک بخت[1] انسان ہیں۔ ایک عظیم انسان ہونے کے باوجود ان میں تکبر[2] نہیں ہے۔ ان کی ذاتی زندگی بے عیب[3] اور نہایت سادہ ہے۔ ملک کے کسی کونے میں کوئی آفت[4] آئے، وہ ہر دم دکھی[5] انسانیت کی مدد کرنے کو تیار ہوتے ہیں بڑے انسان ہمیشہ ذات پات[6] اور رنگ و نسل سے بے نیاز[7] ہوتے ہیں ان کے مدنظر[8] صرف بنی نوع انسان کی بھلائی ہوتی ہے۔

Vocabulary

1. Pious; 2. Pride; 3.Faultless; 4. Calamity, distress; 5. Afflicted humanity; 6. Colour and creed; 7. Indifferent to; 8. Keep in view.

Chapter 6

Important Idioms & Phrasal Verbs

IMPORTANT IDIOMS & PHRASAL VERBS

A

1. A.B.C (کسی چیز کے بارے میں بنیادی حقائق) You do not know even the A.B.C of Mathematics.
2. A bone of contention (جھگڑے کا باعث) Kashmir is a bone of contention between India and Pakistan
3. A maiden speech (پہلی تقریر) He made his maiden speech very confidently.
4. A man of straw (کردار یا شخصیت کی کمزوری) Never trust a man of straw.
5. A bird's eye view (طائرانہ نظر) We had a bird's eye view of the city from the Minar-e-Pakistan.
6. A dark horse (چھپا رستم) A dark horse can cause any upset.
7. A far cry from (بہت زیادہ فرق ہونا) His new luxury flat is a far cry from my dirty cottage.
8. A wild goose chase (بے فائدہ کام) It is a wild goose chase to think of success without hardwork.
9. A man of parts (خوبیوں والا انسان) Mr. Sohail is a man of parts.
10. A man of letters (عالم انسان) Iqbal was a man of letters.
11. A cock-and-bull story (بے ربط کہانی) She told me a cock and bull story about her adventure.
12. A burning question (اہم مسئلہ) Kashmir is a burning question for both India and Pakistan.
13. A house of cards (ناقابل اعتبار) The govt collapsed like a house of cards.

14. A bolt from the blue (اچانک مصیبت) His father's death proved to be a bolt from the blue for him.
15. A rainy day (مصیبت کے دن) You must save something for a rainy day.
16. An apple of discord (فساد کی جڑ) Wealth became an apple of discord between Ali and Wali.
17. An axe to grind (اپنا اُلو سیدھا کرنا) He will not help you unless he has an axe to grind.
18. All in all (مکمل طور پر بااختیار) He is all in all in the office.
19. All and sundry (ہر طبقے کے لوگ) All and sundry come to say the Eid prayer.
20. At daggers drawn (دشمن ہونا) The two brothers are at daggers drawn for wealth.
21. At large (آزاد) Stray dogs are at large in the streets.
22. At a stone's throw (نزدیک) My house is at a stone's throw from the mosque.
23. At one's beck and call (ہر وقت خدمت کے لیے تیار) An obedient servant is always at his master's beck and call.
24. At the eleventh hour (آخری وقت میں/عین وقت پر) The match was cancelled at the eleventh hour.
25. At an arm's length (فاصلے پر) Keep the bad boys at an arm's length.
26. At sixes and sevens (بے ترتیب/ بکھرا ہوا) Do not keep your books at sixes and sevens on your table.
27. Above board (بہت واضح) Your honesty is above board.
28. Add fuel to fire (جلتی پر تیل چھڑکنا) His disgusting remarks added fuel to fire and the fight started.
29. Add insult to injury (مزید بے عزتی کرنا) He abused him and added insult to injury by calling him rascal.

30.	Alladin's lamp	(الہ دین کا چراغ)	It is the hardwork, not Alladin's lamp that makes you successful.
31.	Alpha and omega	(اوّل و آخر)	Alpha and Omega of Islam is that God is one and Muhammad (PBUH) is His last Prophet.
32.	After one's own heart	(اپنی مرضی کے عین مطابق)	He did everything after his own heart.
33.	An apple of one's eye	(آنکھ کا تارا)	Ali is an apple of his mother's eye because he is very intelligent.
34.	At hand	(فاصلہ یا وقت کے لحاظ سے قریب / پہنچ میں ہونا)	Help was at hand.
35.	At home	(ماہر)	He is at home in painting pictures.
36.	Good at	(ماہر)	He is good at painting pictures.
37.	At times	(کبھی کبھی)	He phones me at times.
38.	All of a sudden	(اچانک)	All of a sudden he died.
39.	At length	آخرکار)	At length the principal admitted him.
40.	A Narrow escape	(بال بال بچنا)	I had a narrow escape from an accident yesterday.
41.	A white elephant	(بہت زیادہ اخراجات مگر بے فائدہ چیز)	The project became a white elephant for the company.
42.	A red letter day	(یوم مسرت)	Eid-ul-Fitr is a red letter day for the Muslims.
43.	A fair weather friend	(مطلبی دوست)	Fair weather friends leave us in trouble.
44.	A rolling stone	(ایک جگہ پر نہ ٹھہرنے والا شخص)	A rolling stone gathers no moss.
45.	An iron will	(مضبوط قوت ارادی)	Mr. Jinnah had an iron will.
46.	A bed of roses	(پھولوں کی سیج)	This worldly life is not a bed of roses.

47.	A casting vote	(فیصلہ کن ووٹ)	The speaker used his casting vote in favour of the resolution.
48.	A curtain lecture	(بیوی کی جھڑک)	My friend often receives curtain lectures for being late.
49.	A fish out of water	(بے چین)	A mother away from her children is like a fish out of water.
50.	A jail bird/ A gaol bird	(عادی مجرم)	He is a jail/ gaol bird.
51.	Again and again	(بار بار)	Do not make these mistakes again and again.
52.	All / totally at sea	(ذہنی طور پر پریشان ہونا)	He was all at sea with the new system of examination.
53.	An eye wash	(محض دکھاوا)	Her tears are only an eye wash.
54.	At a loose end	(بے کار)	A retired man is often at a loose end.

B

55.	Back out	(وعدے سے مکر جانا)	A gentleman never backs out of his promises.
56.	Bad blood	(دشمنی)	They are leading a peaceful life; do not create bad blood between them.
57.	Cut/string/wound to the quick	(کسی شخص کو شدید ناراض کرنا)	His cruel words cut her to the quick.
58.	Be in a jam	(مشکل صورت حال کا شکار ہونا)	I was in a jam and was unable to decide what to do.
59.	Be in keeping with	(کے مطابق ہونا)	A doctor should be in keeping with his profession.
60.	By leaps and bounds	(دن دگنی رات چوگنی)	May Pakistan make progress by leaps and bounds.
61.	By hook or by crook	(جائز ناجائز طریقہ سے)	He wants promotion by hook or by crook.

62.	By fits and starts	(بے قاعدہ ہونا) We should not work by fits and starts.
63.	By and by	(رفتہ رفتہ) By and by they became fast friends.
64.	To be taken aback	(حیران) He was taken aback at her arrival.
65.	To be in a fix	(الجھن میں مبتلا ہونا) He is in a fix and cannot decide either to do a business or a job.
66.	To be under a cloud	(کسی وجہ سے قابلِ اعتماد نہ رہنا) He is under a cloud after a fraud scandal.
67.	To be in ones good books	(منظورِ نظر ہونا) He is in his officer's good books.
68.	To be in one's bad books	(منظورِ نظر نہ ہونا) He is in his officer's bad books.
69.	Better half	(بیوی) He has full trust in his better half.
70.	Be done up	(سجا ہونا) Her room was beautifully done up.
71.	To bear the brunt of	(عتاب کا نشانہ بننا) His wife has to bear the brunt of his anger.
72.	To bear/carry the palm	(کامیاب ہونا) She bore the palm in the debating contest of the college.
73.	To beard the lion in his den	(منہ پر مخالفت کرنا) To tell him to be polite with his juniors is to beard the lion in his own den.
74.	To beat about the bush	(اصل موضوع سے ہٹ کر) Stop beating about the bush and tell me the truth.
75.	Between the devil and the deep blue sea	(دو ناخوشگوار کاموں میں سے ایک منتخب کرنا) It is hard to choose between the devil and the deep blue sea.
76.	Bite the dust	(شکست ہونا یا مسترد ہونا) Another of my great ideas bites the dust.
77.	Black sheep	(برا اور پریشان کن شخص / کالی بھیڑ) He is the black sheep of the company as he is dishonest.
78.	Bosom friend	(گہرا دوست) Ali is my bosom friend, and I love him.

79. Bread and butter	(مادّی ضرورت)	It is very hard to earn bread and butter these days.
80. Broken reed	(کمزور اور نا قابل اعتبار شخص)	Do not trust him for help; he is a broken reed.
81. To blow one's own trumpet	(اپنی تعریف کرنا/اپنے منہ میاں مٹھو بننا)	He always blows his own trumpet and never listens to anyone.
82. To break the ice	(تکلّف میں کمی، رویے میں ملائمت پیدا کرنا)	I was nervous but she broke the ice by offering me tea.
83. To break the news	(سب سے پہلے کوئی بُری خبر سُنانا)	No one had the courage to break the news of his death.
84. To bring to book	(سزا دینا)	The criminals must be brought to book.
85. Blue blooded	(اچھے خاندان سے تعلق)	He belongs to a blue-blooded family.
Blue blood	(اعلیٰ نسب)	He may be poor, but he has blue blood in his family.
86. To build castles in the air	(خیالی پلاؤ پکانا/ہوائی قلعے بنانا)	Idlers do nothing except building castles in the air.
87. Bring something home	(واضح طور پر سمجھانا)	Our teacher brings everything home to us in easy way.
88. To burn mid-night oil	(رات گئے تک محنت کرنا)	He burnt the mid-night oil and got 1st position in the examination.
89. By virtue of	(کے بل بوتے پر)	He succeeded by virtue of his truth.
90. Birds of a feather	(ہم خیال)	Birds of a feather flock together.
91. Hit the bull's-eye/ score a bull's-eye	(کسی بھی چیز کا برموقع استعمال)	She is witty and always hits the bull's eye by giving apt remarks.
92. To burn the candle at both ends.	(فضول خرچی کرنا)	Those who burn the candle at both ends fail in life.

93. To bury the hatchet (دشمنی ختم کرنا) Let us bury the hatchet and forget the past.

94. Blow hot and cold (کبھی مخالف کبھی موافق) It is very difficult to marry a person who blows hot and cold all the time.

95. Broken health (خراب صحت) My grandfather has a broken health.

96. Bring to light (کسی بری چیز کو ظاہر کرنا) I shall soon bring your mistakes to light.

97. Burn one's fingers (نقصان اُٹھانا) If you do not avoid bad company, you will soon burn your fingers.

98. By all means (بخوشی) You can use my computer by all means.

99. By and large (مجموعی طور پر) Things are going well, by and large.

C

100. Cat's paw (آلہء کار) A political worker has to be a cat's paw of the party leader.

101. Call a spade a spade (صاف صاف بات کہنا) A straightforward man always calls a spade a spade.

102. Call in question (شک کا اظہار کرنا) Your honesty cannot be called in question.

103. Call to account (جواب طلبی کرنا) The principal called the naughty boys to account.

104. Crocodile tears (جھوٹ موٹ رونا) Do not trust her. She is shedding only crocodile tears.

105. Carry the day (کامیابی حاصل کرنا) Jawad carried the day in the annual sports by winning four medals.

106. Carry weight (پُراثر ہونا) Your arguments do not carry weight.

107. Cast a spell (سحر طاری کرنا) He sang a beatuiful song and cast a spell over the audience.

108. Cast aside (مسترد کرنا) The project was cast aside by the high officials.

109. Cry wolf	(جھوٹ موٹ خطرے کا شور مچانا)	Those who cry wolf are not trusted.
110. Cast pearls before swine	(بھینس کے آگے بین بجانا)	There is no use to cast pearls before swine.
111. Come to blows	(ہاتھا پائی پر اتر آنا)	They abused each other and then suddenly came to blows.
112. Cry for the moon	(ناممکن شے کی خواہش کرنا)	To get a car in poverty is to cry for the moon.
113. Call names	(گالیاں دینا)	Good children never call names to others.
114. Compare notes	(تبادلہء خیالات کرنا)	After the meeting, all the members compared notes with one another.
115. Cut a sorry figure	(غمگین، پریشان حال ہونا)	Those who do not work hard have to cut a sorry figure during the examination.
116. Cool as cucumber	(پُرسکون)	She remains cool as cucumber even in the worst circumstances.
117. Close fisted man	(کنجوس شخص)	He is a close-fisted man and never spends a penny even for his children.
118. Cut your coat according to your cloth	(چادر کے مطابق پاؤں پھیلانا)	Avoid luxuries and cut your coat according to your cloth.
119. Catch at a straw.	(کمزور ترین چیز کا سہارا)	A drowning man catches at a straw.
120. Cheek by jowl	(بہت نزدیک ہونا/ہم پیالہ و ہم نوالہ)	Peace and war exist cheek by jowl in the world today.
121. Cold comfort	(نہ ہونے کے برابر تسلی)	The news of his partial recovery is nothing but a cold comfort.
122. Come of age	(قانونی بالغ ہونا)	I will come of age this year.

123. Compete for	(مقابلے میں حصہ لینا)	All the students are competing for first position.
124. Cry over spilt milk	(بعد میں بے کار کا پچھتانا)	Do not weep now. It is no use to cry over spilt milk.
125. Create bad blood	(دشمنی پیدا کرنا)	His greedy nature has created bad blood between them.
126. Come to light	(ظاہر ہونا)	Truth will definitely come to light at last.
127. Come off with flying colours	(امتیازی کامیابی حاصل کرنا)	Pakistan cricket team came off with flying colours in 1992 world cup.
128. Be the cat's whiskers/pyjamas	(بہترین شخص، چیز یا خیال ہونا)	He thinks he is the cat's whiskers.
129. Cast a slur upon	(شہرت خراب کرنا)	Your bad habits can cast a slur upon the name of your family.
130. Carry one's point	(اپنی بات منوانا)	In the meeting he carried his point with his intelligence.

D

131. Die in harness	(عملی زندگی کے دوران فوت ہو جانا)	Hakeem Muhammad Saeed died in harness.
132. Drawn game	(بلا نتیجہ)	The match between Pakistan and India was a drawn game.
133. Day in and day out	(دن رات ایک کرنا)	He worked day in and day out and became a doctor.
134. Double faced	(دو رُخ رکھنا/منافقت)	Double faced personalities cannot be trusted.
135. Draw a line under something	(کسی بات کو ختم کر دینا)	Let us draw a line under the whole case and continue our work.
136. Draw a blank	(ناکام ہونا)	My efforts to help him drew a blank.

37. Down and out (کسمپرسی کے عالم میں ہونا) We should help those who are down and out.

F

138. End in smoke (مایوسی میں ختم ہوجانا) All his efforts of marrying her ended in smoke.

139. Eat one's words (الفاظ واپس لینا) A true man never eats his words.

F

140. For good (ہمیشہ کے لیے) He has left this city for good.

141. Face the music (نتائج برداشت کرنا) If you have done the wrong, you will have to face the music.

142. Fair play (نیک نیتی پر مبنی کوئی کام) The contract between both the groups was a fair play.

143. Fall a prey to (شکار ہوجانا) He fell a prey to an accident.

144. Fall foul of (لڑنا) The two neighbours fell foul of each other for nothing.

145. Fall in love (محبت میں گرفتار ہونا) They fell in love with each other and got married.

146. Fall short of (کمی ہونا) The poor boy fell short of money and left the college.

147. Feather one's nest (ناجائز طریقے سے اپنا کام نکالنا) Our leaders always feather their own nests and do not work for people.

148. Few and far between (کبھی کبھی) Local buses in this area are few and far between.

ind fault with (نقص نکالنا) Some people do nothing except finding faults with others.

150. First and foremost	(بنیادی اور اہم ترین)	The first and foremost duty of a student is to work hard.
151. Flesh and blood	(انسانی فطرت)	Please forgive him, after all he is a man of flesh and blood.
152. Flog a dead horse	(بے فائدہ کوشش)	He tried to re-establish his firm, but it was like flogging a dead horse.
153. French leave	(بغیر اطلاع کے چھٹی)	He is not in the good books of his officer because he often enjoys french leave.
154. From hand to mouth	(بمشکل گزارا کرنا)	A poor man lives from hand to mouth.

G

155. Get rid of	(چھٹکارا حاصل کرنا)	Get rid of your bad habits for your best future.
156. Give vent to	(جذبات کا اظہار)	He gave vent to his feelings by weeping.
157. Gird up one's loins	(تیار ہونا)	Gird up your loins; your examination is about to start.
158. Give a false colouring to	(غلط رنگ دینا)	He gave a false colouring to the situation to win the sympathies of his teachers.
159. The gift of the gab	(تقریر کا فن)	Lincoln had the gift of the gab.
160. Go without saying	(بلا شک/ چرب زبانی)	It goes without saying that all my teachers are knowledgable.
161. Give oneself airs	(بے جا فخر کرنا)	He gives himself airs on his father's post.
162. Give the cold shoulder	(غیر دوستانہ سلوک کرنا)	All the colleagues give her a cold shoulder because she is very proud.
163. Give up the ghost	(مرجانا)	His father gave up the ghost yesterday after a long illness.
164. Go a long way	(بہت حد تک، دور تک)	He can go a long way in his enmity.

165. Go back on one's words	(وعدہ سے مکر جانا)	A gentleman never goes back on his words.
166. Go hand in hand	(ساتھ ساتھ)	Hard work and success go hand in hand.

H

167. Hand and glove	(انتہائی قریب)	These two friends are hand and glove with each other.
168. Hard and fast	(بہت واضح اور سخت)	No hard and fast traffic rules are observed in our country.
169. Hard nut to crack	(ناقابل حل مسئلہ)	Kashmir problem seems to be a hard nut to crack.
170. Put one's heart and soul into	(تن من سے کوشش کرنا)	A teacher should put his heart and soul in his teaching.
171. Hue and cry	(عوامی احتجاج)	There was a hue and cry after the accident.

I

172. Irons in the fire	(بہت سے منصوبے زیر عمل ہونا)	He is a busy man and has several irons in the fire.
173. In black and white	(تحریری صورت میں)	Put your contract in black and white.
174. In cold blood	(جان بوجھ کر اور سنگدلی سے)	He killed them in cold blood.
175. In short	(قصہ مختصر)	In short, he worked hard and succeeded.
176. In the teeth of	(مخالفت کے باوجود)	I shall help you in the teeth of all opposition.
177. In the air	(بات پھیلنا)	It is in the air that he is going to marry a lady doctor.
178. In the long run	(بالآخر)	In the long run, he will be successful.
179. In the nick of time	(عین وقت)	They reached the airport in the nick of time.
180. The ins and outs	(تمام پیچیدہ تفصیلات)	He knows all the ins and outs of this plan.

K

181. Kith and kin	(قریبی رشتہ دار)	He is very kind to his poor kith and kin.
182. Keep abreast of	(تازہ ترین معلومات رکھنا)	You have to keep abreast of modern advancement in I.T.
183. Keep to the point	(موضوع کے مطابق)	He kept to the point in the interview.
184. Keep up appearances	(ظاہرداری قائم رکھنا)	It is very difficult to keep up appearances these days.

L

185. Laughing stock	(ہنسی مذاق کا نشانہ)	He always becomes the laughing stock of the class because he is very innocent.
186. Lame excuses	(غیر تسلی بخش وجہ)	He has always some lame excuses for his mistakes.
187. Learn by heart	(زبانی یاد کرنا)	Have you learnt this poem by heart?
188. Leave in the lurch	(مشکل میں ساتھ چھوڑ دینا)	You should not leave your friends in the lurch.
189. Lifeblood of	(لازمی جزو)	Agriculture is the lifeblood of Pakistan's economy.
190. Lion's share	(بڑا حصہ)	He got the lion's share from his father's property.
191. Lose one's head	(ذہنی توازن کھو دینا)	We should not lose our head even in anger.
192. Look down upon	(نفرت سے دیکھنا)	The rich should not look down upon the poor.
193. Look forward to	(بخوشی انتظار کرنا)	He is looking forward to the summer vacation to complete his work.
194. Let bygones be bygones	(پرانی باتیں بھولنا)	Let bygones be bygones and be friends again.

M

195. Maiden speech	(پہلی تقریر)	He impressed the audience with his maiden speech.
196. Make a clean breast of	(کسی غلطی کو مان لینا)	He decided to make a clean breast of all his misdeeds.
197. Make amends for	(تلافی کرنا)	Always try to make amends for your faults.
198. Make both ends meet	(بمشکل گزارا کرنا)	He can hardly make both ends meet with his little income.
199. Make faces	(منہ چڑانا)	Naughty children make faces at others.
200. Make up one's mind	(پختہ ارادہ کرنا)	I have made up my mind to go abroad for higher studies.

N + O

201. Nip in the bud	(آغاز سے ہی ختم کر دینا)	It is better to nip the evil in the bud.
202. Now and then	(کبھی کبھار)	He comes to see me now and then.
203. Of one's own accord	(اپنی مرضی سے)	He furnished his new office of his own accord.
204. Off and on	(وقفوں کے ساتھ)	It rained off and on all the day yesterday.
205. On the eve of	(کسی خاص واقعہ یا تہوار سے پہلا دن یا شام)	I gave him a gold watch on the eve of his wedding.
206. On the whole	(مجموعی طور پر)	He has some faults, but on the whole he is a fine fellow.
207. Once in a blue moon	(شاذ و نادر)	Our wishes come true but only once in a blue moon.
208. On behalf of	(کی طرف سے)	I shall attend the meeting on behalf of our principal.

209. Oily tongue	(خوشامد والی زبان)	He always convinces others with his oily tongue.

P + R

210. Part and parcel	(لازمی جزو)	A library is the part and parcel of a college.
211. Pass away	(مرنا)	His old father passed away yesterday.
212. Pay back in one's own coin	(کسی شخص کو اسی کے انداز میں سزا دینا)	I decided to pay her back in her own coin and refused to help her.
213. Pay / give lip service to	(زبانی جمع خرچ)	Do not pay lip service, but do something practically.
214. Pay through the nose	(بہت زیادہ قیمت دینا)	If you want a really good car, you have to pay through the nose for it.
215. Play the game	(ایماندارانہ عمل)	Reading other's letter is not playing the game.
216. Play the wag/ play truant	(سکول وغیرہ سے بھاگ جانا)	He was fined because he had played the wag/ truant from the college yesterday.
217. Poison one's ears	(کسی کے خلاف اکسانا)	Beware of him; he is poisoning your ears against your friends.
218. Rainy day	(مصیبت کے دن)	You must save something for the rainy day.
219. Read between the lines	(بات کی گہرائی تک پہنچنا)	The police officer read between the lines of the matter and arrested the criminals.
220. Red-handed	(رنگے ہاتھوں)	The thief was caught red-handed.
221. Rolling in the aisles	(بہت زیادہ خوش)	He soon had us rolling in the aisles.
222. Run away with	(چرا کر بھاگ جانا)	His servant ran away with his money.
223. Run short of	(کم ہو جانا)	He has run short of money.

S+T+U+W

224. Soft corner	(پسندیدگی)	I have a soft corner for because she is innocent.

225. Split hairs	(بال کی کھال اتارنا)	Let us avoid splitting hairs and agree upon the basic rules of this plan.
226. Square deal	(تسلی بخش انتظام)	Both the parties made a square deal, and the new plan was implemented.
227. Stick to one's guns	(مستقل مزاج رہنا)	He stuck to his guns and succeeded at last.
228. Straight from the horse's mouth	(باوثوق ذرائع سے)	This information is true because it comes straight from the horse's mouth.
229. Take a fancy to	(پسند کرنا)	Kublai Khan took a fancy to Marco Polo.
230. Take advantage of	(فائدہ اٹھانا)	Do not take advantage of the weakness of your fellows.
231. Take into account	(ملحوظ خاطر رکھنا)	Before giving a decision, please take his old age into account.
232. Take the bull by the horns	(مشکلات کا بہادری سے مقابلہ کرنا)	Be brave and take the bull by the horns.
233. Take to heart	(بہت زیادہ محسوس کرنا)	He took his father's death to heart.
234. The last/ final straw	(صبر کی آخری حد)	The death of his only son proved to be the last straw for him, and he died.
235. Through thick and thin	(اچھے برے حالات میں)	I shall always be with you through thick and thin.
236. Throw/ pour cold water on	(حوصلہ شکنی کرنا)	Please do not throw cold water on my plans.
237. Throw dust in a person's eyes	(آنکھوں میں دھول جھونکنا)	A child cannot throw dust in his father's eyes.
238. Throw light on	(تفصیلاً بیان کرنا)	The teacher threw light on the Kashmir issue.
239. Time and again	(بار بار)	He applied for the job time and again but did not succeed.

240. To be all ears	(ہمہ تن گوش)	The students were all ears before their teachers.
241. To be born with a silver spoon in one's mouth	(آسائشوں میں پیدا ہونا)	He does not know about the problems of the poor as he was born with a silver spoon in his mouth.
242. To be ill at ease	(ذہنی طور پر پریشان)	He is ill at ease with the behaviour of his wife.
243. Up to the mark	(مطلوبہ معیار کے مطابق)	Your work is upto the mark.
244. Ups and downs	(نشیب و فراز)	He has seen many ups and downs during his life.
245. With open arms	(جوش و خروش سے)	He always receives his guests with open arms.
246. Warts and all	(تمام خامیوں کے باوجود)	She still loves him, warts and all.
247. Not want to know	(عدم دلچسپی ظاہر کرنا)	I tried to tell her my problem but she does not want to know.
248. Want for something	(انتہائی ضرورت کی چیز کا نہ ہونا)	He is sure that his children will want for nothing.
249. For (the) want of something	(کسی چیز کی کمی کی وجہ سے)	The project failed for want of funds.
250. Wash (your) ones hands of	(ذمہ داری قبول نہ کرنا)	When her son was arrested again she washed her hands of him.

IMPORTANT PHRASAL VERBS

ACT

1. Act upon (عمل کرنا) — We should act upon the advice of our teachers.
2. Act up (اچھی طرح کام نہ کرنا) — My old car is always acting up.
3. Act out (عملی طور پر کوئی چیز کر کے دکھانا) — Some teachers act out in the classroom.

BEAR

1. Bear fruit (کامیاب ہونا) — Her hard work bore fruit and she succeeded.
2. Bear out (تصدیق کرنا) — Do you bear out the truth of his statement?
3. Bear up (حوصلہ سے برداشت کرنا) — He boldly bore up all the difficulties.
4. Bear with (گزارا کرنا) — I cannot bear with you any more.

BEAT

1. Beat back/off (پیچھے دھکیلنا) — Our soldiers beat back / off the enemy.
2. Beat down (کچلنا) — The government has beaten its opponents down.
3. Beat up (مارنا پیٹنا) — Ahmad's father beat him up yesterday for telling a lie.
4. Beat about (اِدھر اُدھر تلاش کرنا) — Are you beating about your wristwatch? It is here.

BLOW

1. Blow over (نقصان کے بغیر گزرنا) — The storm blew over in the night.

2. Blow out (پھونک مار کر بجھانا)	Please blow out the candle.
3. Blow up (دھماکے سے پھٹنا)	The bomb blew up.

BREAK

1. Break away (فرار ہونا)	The prisoner broke away from his guards.
2. Break down (خراب ہونا)	The telephone system has broken down.
3. Break into (زبردستی گھسنا)	Burglars had broken in while they were away.
4. Break up (چھوٹے چھوٹے ٹکڑوں میں تقسیم ہونا)	The ship broke up on the rocks.
5. Break up (ختم ہونا/علیحدگی ہونا)	Their marriage has broken up.
6. Break off (قوت سے علیحدہ ہوجانا)	The back section of the plane had broken off.
7. Break out (بیماری یا وبا کا اچانک پھوٹنا)	Malaria has broken out in the city.

BRING

1. Bring about(عمل میں لانا)	She brought about many changes in his attitude.
2. Bring down (کمی کرنا)	The government has brought down the wheat prices.
3. Bring in (کوئی نئی چیز متعارف کرانا)	They want to bring in a bill to reduce the oil prices.
4. Bring on (کسی ناپسندیدہ چیز کے ہونے کا سبب بننا)	This distrubance may bring on the ultimate destruction.
5. Bring out (شائع کرنا)	He has brought out a new book.
6. Bring up (پرورش کرنا)	His uncle brought him up after the death of his father.

CALL

1. Call on / at (کسی کو ملنے جانا)	I called on/at him yesterday, but he was out.
2. Call down(سرزنش کرنا)	The old beggar was calling down the naughty boys.
3. Call for (مطالبہ کرنا)	Your mistake calls for severe punishment.
4. Call in (بلانا)	Please call in the doctor.
5. Call upon (جواب طلبی کرنا)	The clerk was called upon by his officer for his misconduct.
6. Call out (اونچی آواز سے بلانا)	I could not know what he was calling out.
7. Call up(ٹیلی فون کرنا)	I shall call you up in the evening.
8. Call off (منسوخ یا ملتوی)	The match was called off because of rain.

CARRY

1. Carry off (انعام جیتنا)	He carried off the first prize.
2. Carry on (جاری رکھنا)	You will be successful, if you carry on working hard.
3. Carry out(عمل درآمد کرنا)	You must carry out the orders of your officer.

CAST

1. Cast about/arround (محنت سے تلاش کرنا)	She cast arround/about an easy topic for discussion.
2. Cast aside (نجات حاصل کرنا)	I want to cast aside my old car.
3. Cast down (غمگین ہونا)	He was cast down by his poor health.

COME

1. Come off/about (واقع ہونا)	His marriage will come off/about next month.
2. Come across (اتفاقاً ملنا)	I came across an old photograph yesterday.
3. Come apart (ٹکڑوں میں بٹنا)	The piece of meat came apart between the two dogs.

4. Come down (کمی کرنا) — The wheat prices come down in the harvest season.
5. Come forward (خدمات مہیا کرنا) — Several people come forward with great spirit in the time of need.
6. Come of (تعلق رکھنا) — I come of a noble family.
7. Come upon (اچانک ہاتھ لگنا) — I came upon a rare book yesterday.

DIE

1. Die away (کمزور یا مدھم پڑنا) — The noise died away at last.
2. Die down (آہستہ آہستہ ختم ہونا) — The music died down gradually.
3. Die from/of (حادثہ یا بیماری سے مرنا) — He died from/of cancer.
4. Die out (مکمل طور پر ختم ہونا) — Old customs are dying out.

FALL

1. Fall away (علیحدہ ہو جانا) — Friends fall away in poverty.
2. Fall back (پیچھے ہٹنا) — Our soldiers had to fall back in the war of 1971.
3. Fall back upon (سہارا لینا) — Save something to fall back upon in times of need.
4. Fall in (قطار میں کھڑا کرنا) — He ordered the students to fall in.
5. Fall in with (متفق ہونا) — I do not fall in with you in this matter.
6. Fall off (کمی کرنا) — The number of failures has fallen off.
7. Fall on/upon (حملہ کرنا) — Suddenly, he fell on his enemy and killed him.
8. Fall out (جھگڑنا) — Why are you falling out with your fellows?
9. Fall through (ناکام ہونا) — The project fell through for want of funds.

GET

1. Get about (جگہ جگہ گھومنا پھرنا) — It is so hot that we cannot get about.

2. Get ahead (برتری لے جانا) — It is the age of competition, only a hardworking man can get ahead of others.
3. Get up (اٹھنا) — I usually get up at 6 o'clock.
4. Get on/along (آگے بڑھنا ۔ ترقی کرنا) — He is getting on/along well in his profession.
5. Get over(اپنی حالت پر واپس آنا) — Sooner or later you will get over the shock.
6. Get through(کامیاب ہونا) — He worked hard and got through the examination:

GIVE

1. Give away (تقسیم کرنا) — The principal gave away the prizes to the students.
2. Give up (چھوڑنا) — I have given up smoking.

GO

1. Go about (کام کرنا) — It is so hot that we cannot go about.
2. Go after (تعاقب کرنا) — He went after the theif and caught him.
3. Go ahead (کام جاری رکھنا) — You are doing very well, so go ahead.
4. Go along with (متفق ہونا) — I cannot go along with you in this matter.
5. Go at/for (حملہ کرنا) — Our soldiers went at/for the enemy and killed them.
6. Go by (گزرنا) — Days are going by; try to finish your work.
7. Go down (کمی ہونا) — The oil prices have gone down these days.
8. Go off (بندوق کا چلنا) — The gun went off accidentally.
9. Go over (معائنہ کرنا) — The officer went over the documents and approved them.
10. Go with (مطابقت رکھنا) — Your action do not go with your sayings.

KEEP

1. Keep on (جاری رکھنا) — Keep on working hard; you will succeed.

2. Keep away (دور رہنا)	Keep away from bad company.
3. Keep up (برقرار رکھنا)	You are doing your work very well; keep it up.
4. Keep to (چمٹے رہنا)	Keep to the point while making a speech.

LOOK

1. Look after (نگرانی کرنا)	He looks after certain affairs of the office.
2. Look for (تلاش کرنا)	Mother was looking for her lost child.
3. Look into (تفتیش کرنا)	He was asked to look into the matter.
4. Look over (معائنہ کرنا)	The officer looked over my documents.
5. Look down upon (نفرت سے دیکھنا)	The rich should not look down upon the poor.

MAKE

1. Make after (پیچھا کرنا)	The policeman made after the thief and caught him.
2. Make away with (چرا کر بھاگ جانا)	The servant made away with her ornaments.
3. Make for (کسی خاص طرف بڑھنا)	It started raining, so we made for the nearest shelter.
4. Make of/out (سمجھنا)	I am unable to make of/out these technical terms.
5. Make up (کمی پورا کرنا)	Try to make up your loss in business.
6. Make up for (تلافی کرنا)	Kiran tried to make up for her mistake.

PUT

1. Put aside (جمع کرنا)	Put aside some money for hard times.
2. Put off (اتارنا)	Put off your shoes and sit down here.
3. Put on (پہننا)	He put on his new clothes and went out.

4. Put out (بجھانا)	Please put out the candle.

RUN

1. Run after (پیچھے بھاگنا)	I saw a policeman running after a thief.
2. Run at (حملہ کرنا)	The tiger ran at the hunter.
3. Run away with (چرا کر بھاگ جانا)	The servant ran away with her ornaments.
4. Run over (گاڑی کے نیچے کچلنا)	He was run over by a bus.

SET

1. Set aside (مسترد کرنا)	The principal set aside my application.
2. Set in (شروع ہونا)	The spring season has set in.
3. Set off/out (روانہ ہونا)	They set off/out early in the morning.
4. Set up (قائم کرنا)	He has recently set up a new school.

TAKE

1. Take after (مشابہ ہونا)	She takes after her father.
2. Take back (واپس لینا)	I am sorry. I take my words back.
3. Take down (لکھنا)	They are taking down the notes.
4. Take for (غلط سمجھنا)	I'm sory, I took you for a cheat.
5. Take in (دھوکہ میں آجانا)	I was taken in by your false love.
6. Take over (حاصل کرنا)	After his father's death, he took over the affairs of the farm.
7. Take to (عادتاً شروع کرنا)	She has taken to morning walk daily.

TURN

1. Turn about (کھڑے کھڑے رخ بدلنا)	The commander ordered the soldiers to turn about.
2. Turn down (مسترد کرنا)	The principal turned down my application.
3. Turn off (بند کرنا)	Please turn off the television.
4. Turn on (چلانا)	Please turn on the television.
5. Turn against (مخالف ہو جانا)	He has turned against me for nothing.

IDIOMS AND PHRASES

Selected from Past Papers (Lahore & Gujranwala Boards)

1.	A bad debt	(نہ وصول ہونے والا قرضہ)	A bad debt is not normally paid back.
2.	A black sheep	(برا اور پریشان کن شخص/کالی بھیڑ)	He is the black sheep of the company as he is dishonest.
3.	A bone of contention	(جھگڑے کا باعث)	Kashmir is a bone of contention between India and Pakistan.
4.	A dark horse	(چھپا رستم)	A dark horse can cause any upset.
5.	A dead letter	(متروکہ قانون)	Martial law should be a dead letter in Pakistan.
6.	A red letter day	(یوم مسرت)	Eid-ul-Fitr is a red letter day for the Muslims.
7.	A rolling stone	(ایک جگہ پر نہ ٹھہرنے والا شخص)	A rolling stone gathers no moss.
8.	A rotten egg	(گندا انڈہ)	A rotten egg destroys the others.
9.	A sugar daddy	(نوجوانوں کو تحفے دینے والا بوڑھا)	She does not need to earn her living because she has a rich sugar daddy.
10.	Above board	(بہت واضح)	Your honesty is above board.
11.	Add insult to injury	(مزید بے عزتی کرنا)	He abused him and added insult to injury by calling him rascal.
12.	All in all	(مکمل طور پر با اختیار)	He is all in all in the office.
13.	An amazon	(مضبوط و طویل قامت خاتون)	He always imagines an amazon as his wife.
14.	An eye wash	(محض دکھاوا)	Her tears are only an eye wash.
15.	At daggers drawn	(دشمن ہونا)	The two brothers are at daggers drawn for wealth.
16.	Back out	(وعدے سے پھر جانا/دغا دے جانا)	He backed out of his promise at the last moment.

17.	Bag and baggage	(بوریا بستر سمیت)	Get out of my house bag and baggage.
18.	Break through	(توڑ کر اندر جانا)	The burglars broke through the back wall of the palace.
19.	Bear with	(برداشت کرنا)	Try to bear with your opponents.
20.	Beat about the bush	(اِدھر کی باتیں اُدھر کرنا)	Do not waste my time by beating about the bush.
21.	Birds of a feather	(ہم خیال)	Birds of a feather flock together.
22.	Break down	(خراب ہونا)	The bus broke down on the road.
23.	Bring home	(ثابت کرنا/احساس دلانا)	He brought home to his students that there is always a need of hardwork in life.
24.	Bring to book	(احتساب کرنا)	Criminals must be brought to book.
25.	Burning question	(اہم مسئلہ)	Afghan war is the bruning question these days.
26.	Bury the hatchet	(دشمنی ختم کرنا)	Let's bury the hatchet and be friends again.
27.	By hook or by crook	(جائز ناجائز طریقہ سے)	He wants promotion by hook or by cook.
28.	Call in	(گھر بلانا)	Call in the doctor because I am unable to move.
29.	Call off	(ختم کر دینا)	The workers called off the strike.
30.	Carry the day	(کامیابی حاصل کرنا)	Saad carried the day in the annual sports by winning four medals.
31.	Carry too far	(انتہا پر لے جانا)	Do not carry your differences too far.
32.	Carry weight	(پُر اثر ہونا)	Your arguments do not carry weight.
33.	Cast pearls before swine	(بھینس کے آگے بین بجانا)	There is no use to cast pearls before swine.
34.	Cat and dog life	(کتے بلی کی طرح لڑتے رہنا)	They are leading a cat and dog life after their marriage.

35.	Come across	(اتفاق سے)	He came across some old pictures of childhood.
36.	Come by	(کسی جگہ کا مختصر دورہ کرنا)	She came by her new house.
37.	Come in for	(کسی ناخوشگوار چیز سے سامنا ہونا)	The government's foreign policy has come in for a lot of criticism.
38.	Come of age	(بالغ ہونا، سن بلوغت کو پہنچنا)	She will come of age next week.
39.	Come off	(گر جانا)	A button has come off my shirt.
40.	Consist of	(مشتمل ہونا)	The team consists of fit players.
41.	Cry over spilt milk	(بے کار کا پچھتانا)	Do not weep now. It is no use to cry over spilt milk.
42.	Cut a sorry figure	(غمگین، پریشان حال ہونا)	Those who do not work hard have to cut a sorry figure during the examination.
43.	Dance attendance on	(خوشامد کرنا)	He always dances attendance on his boss.
44.	Desire for	(کچھ کرنے کی خواہش)	He has a strong desire for money.
45.	Die in harness	(عملی زندگی کے دوران)	Hakeem Muhammad Saeed died in harness.
46.	Differ from	(مختلف ہونا)	His habits differ from that of his brother.
47.	Do away with	(ختم کر نا دینا/مار دینا)	We should do away with our bad habits.
48.	End up	(غیر متوقع صورت حال میں)	If you keep on smoking you will end up in hospital.
49.	Face the music	(نتائج برداشت کرنا)	If you have done something wrong, you will have to face the music.
50.	Fair weather friend	(مطلبی دوست)	Avoid fair weather friends.
51.	Fall in with	(متفق ہونا)	She fell in with my suggestion at last.
52.	Few and far between	(کبھی کبھی)	Local buses in this area are few and far between.

53.	First and foremost	(بنیادی اور اہم ترین) The first and foremost duty of a student is to work hard.
54.	For good	(ہمیشہ کے لیے) He has left this city for good.
55.	For want of	(کمی کی وجہ سے) The project failed for want of funds.
56.	French leave	(بغیر اطلاع کے چھٹی) He is not in the good books of his officer because he often enjoys french leave.
57.	Get over	(قابو پانا) I shall get over my problems soon.
58.	Get rid of	(چھٹکارا حاصل کرنا) Get rid of your bad habits for a good future.
59.	Get through	(کامیاب ہونا) He will certainly get through the exams.
60.	Get wind of	(اشارہ یا خبر ملنا) The police got wind of the thief.
61.	Gift of the gab	(قائل کرنے کی صلاحیت) A good teacher should have the gift of the gab.
62.	Give away	(تقسیم کرنا) The principal gave away the prizes.
63.	Give in	(ہار مان جانا) The terrorists gave in at last.
64.	Give oneself airs	(بے جا فخر کرنا) He gives himself airs on his father's post.
65.	Go to the wall	(شکست کھانا) He went to the wall in the competition.
66.	Hand in glove with	(گہری دوستی ہونا) Some policemen have been found to be hand in glove with criminals.
67.	Hard and fast	(بہت واضح اور سخت) No hard and fast traffic rules are observed in our country.
68.	Heart and soul	(دل و جان سے) He worked heart and soul to get through the exams.
69.	Here and there	(اِدھر اُدھر) I searched my book here and there but could not find.
70.	Hit upon	(اچانک کوئی اچھا خیال سوجھنا) He hit upon the perfect title for his new book.

71.	Hobson's choice	(جبری انتخاب)	It is a case of Hobson's choice because this is the only bike for sale in the market.
72.	In black and white	(تحریری صورت میں)	Put your contract in black and white.
73.	In consequence of	(نتیجے کے طور پر)	He could not appear in the exams in consequence of his illness.
74.	In full swing	(جوبن پر)	The party was in full swing.
75.	In hot water	(مصیبت میں ہونا)	He is in hot water because of a big loss.
76.	In short	(قصہ مختصر)	In short, he worked hard and succeeded.
77.	In the teeth of	(مخالفت کے باوجود)	I shall help you in the teeth of all opposition.
78.	Keep an eye on	(نظر رکھنا)	A teacher keeps an eye on the naughty students in the class.
79.	Kick the bucket	(مرجانا)	The old patient kicked the bucket at last.
80.	Lame excuses	(جھوٹے بہانے)	Do not give lame excuses for your absence.
81.	Lay by	(سنبھال کر رکھنا)	Lay by your money for the future.
82.	Lead by the nose	(مکمل طور پر متاثر کرنا)	Politicians can easily lead people by the nose.
83.	Let the cat out of the bag	(راز کھول دینا)	He is respected became he never lets the cat out of the bag.
84.	Make for	(کسی طرف جانا)	The crowd made for the court.
85.	Make good	(امیر ہونا)	Everybody wants to make good these days.
86.	Off and on	(وقفوں کے ساتھ)	It rained off and on all the day yesterday.
87.	Offhand	(عدم دلچسپی)	He was very offhand with me.
88.	On the air	(ٹی۔وی یا ریڈیو کی نشریات)	Our programme will be on the air tomorrow.

89.	Once in a blue moon	(کبھی کبھار)	Our wishes come true but only once in a blue moon.
90.	Out and out	(مکمل)	What she said was an out and out truth.
91.	Over head and ears	(سر سے پاؤں تک)	He is over head and ears in difficulties.
92.	Put the cart before the horse	(الٹ ترتیب)	Do not put the cart before the horse if you want to succeed.
93.	Rank and file	(عام/معمولی)	The rank and file of our country are the real force.
94.	Red handed	(رنگے ہاتھوں)	The thief was caught red handed.
95.	Rest on one's laurels	(مطمئن ہونا)	He is resting on his laurels as he had worked very hard in his life.
96.	Scot-free	(سزا سے بچ جانا)	They got off scot-free because there was no evidence.
97.	Set in motion	(کسی چیز کو حرکت دینا)	They set the machinery in motion.
98.	Set off	(روانہ ہونا)	I set off late at night.
99.	Set to work	(کام کا آغاز کرنا)	I will have to set to work on this project soon.
100.	Small talk	(غیر اہم گفتگو)	I wasted my evening in small talk.
101.	Spick and span	(صاف ستھرا)	She keeps her room spick and span.
102.	Take a fancy	(پسند کرنا)	She took a fancy to the house and bought it.
103.	Take in	(دھوکا دینا)	She was taken in by his pleasing personality.
104.	Take one's time	(سکون اور تسلی سے کام کرنا)	Take your time, there is no hurry in making a decision.
105.	Talk shop	(اپنے ہی پیشے کی بات کرنا)	He always talks shop and makes us angry.
106.	Tell upon	(برا اثر ہونا)	The hardwork is telling upon her health.

107.	The lion's share	(بڑا حصہ)	He got the lion's share from his father's property.
108.	Through thick and thin	(دکھ اور سکھ میں)	She is always with me through thick and thin.
109.	To be hard up	(بہت کم ہونا)	We are hard up for good ideas.
110.	To bear the brunt	(عتاب کا نشانہ بننا)	His wife has to bear the brunt of his anger.
111.	To break the ice	(تکلف میں کمی/جمود توڑنا)	I was nervous but she broke the ice by offering me tea.
112.	To break the news	(غیر متوقع خبر دینا)	He broke the news of his wife's death.
113.	To call a spade a spade	(صاف صاف بات کہنا)	A straightforward man always calls a spade a spade.
114.	To cast a spell	(مسحور کر دینا)	Her voice cast a spell on me.
115.	To come off	(واقع ہونا)	His engagement will come off tomorrow.
116.	To come to light	(ظاہر ہونا)	Truth will definitely come to light at last.
117.	To face the music	(نتیجہ بھگتنا)	Face the music of your mistakes now.
118.	To flog a dead horse	(بے فائدہ کوشش)	He tried to re-establish his firm, but it was like flogging a dead horse.
119.	To go off	(گولی وغیرہ کا چلنا)	The gun went off suddenly.
120.	To go through	(جائزہ لینا)	The doctor went through his case carefully.
121.	To look sharp	(جلدی کرنا)	Bring me the books and look sharp about it.
122.	To make amends for	(تلافی کرنا)	Always try to make amends for your faults.
123.	To nip the evil in the bud	(آغاز میں ہی ختم کر دینا)	Always nip the evil in the bud.
124.	To play second fiddle	(حمایت یا پیروی کرنا)	He started his own business because he dislikes to play second fiddle to anyone.

125.	To pocket the insult	(بے عزتی برداشت کرنا) She is very short tempered and cannot pocket the insult.
126.	To put by	(پیسے بچانا) He put some money by to buy a car.
127.	To round up	(اہم نکات کا مختصر جائزہ) I do not like to round up the match.
128.	To run out	(ختم ہو جانا) The traveller ran out of water.
129.	To see eye to eye with	(ایک جیسے خیالات رکھنا) She does not see eye to eye with him on this issue.
130.	To see off	(الوداع کہنا) I saw her off at the airport.
131.	To set up	(قائم کرنا) They will set up a new business soon.
132.	To sit on the fence	(فیصلہ نہ کر پانا) She is still sitting on the fence about her future.
133.	To stand by	(ساتھ دینا) He always stands by me in my difficulties.
134.	To stand on ceremony	(تکلف کا برتاؤ) She always stands on ceremony with me.
135.	To take down	(کچھ لکھنا) He took down all the report of the incident.
136.	To take into account	(محاسبہ کرنا) Politicians must be taken into account in the election.
137.	To take to task	(تنقید کرنا) He was taken to task for his misconduct.

Chapter 7

Essays

ESSAY WRITING

The writing of essay is a process. It consists of three stages: ***Prewriting, writing*** and ***postwriting***.

a) Prewriting includes all the activities one does to get ideas for writing. It includes **discussing** every word in the composition or essay title, listening to and discussing other peoples' opinions, and using your logic and feelings. The end product of the prewriting stage is a clear **outline,** specifying the number of paragraphs you will have in the essay, and the main idea of each paragraph.

b) The writing stage involves expanding the outline into an essay. Each point of the outline becomes the topic sentence in a paragraph. Each paragraph will have several sentences that explain, illustrate, support, or complete the main idea of the paragraph.

c) Postwritng includes making changes in the first (and second) draft to make it better. It involves students in criticizing the writing of others, as well as their own written work. It also involves discussing the written work with others in order to:- substitute useless or repeated ideas with better ones; add words or ideas to make ideas clearer and the essay more complete; replace vague expression with clearer ones; and rearrange thoughts to make better sense. Postwriting also includes polishing the final product by **proofreading:** making correction in grammar, punctuation and spelling.

Free Writing

You "free-write" when several ideas come into your head at the same time, or when you want ideas to come into your head. You write anything, any idea, good or bad, related or not very closely related. Put your ideas on paper as they come out of your head, not worrying about grammar, punctuation or spelling, without even looking back at what you have written, until you run out of things to write. Next, read carefully what you have written, select the ideas and sentences that are most useful, and erase anything that is not related. You can then refine your writing as you please.

Ordering the ideas: The outline. The end-product of "getting ideas" is a collection of ideas, possibly in a haphazard order. The next step is to record the ideas into an outline that presents the ideas in the order in which they will appear in the three main parts of the essay: the introduction, the body and the conclusion.

The outline should preferably take the form of numbered points, the numbering indicating the order in which the points appear in the composition.

The introduction should be a paragraph that *(1)* prepares the reader for what is to follow, and *(2)* arouses the reader's interest in such a way that (s) he wants to continue reading. Always think of impressing the reader with your introduction.

The **body** of the composition provides the "substance" or "meat", where facts and ideas are presented in a logical that support and develop the subject. The **conclusion** is a paragraph with which you end your essay. It could be a "summing up" paragraph, or it could add a final interesting point. However, the conclusion should be interesting, leaving the reader with something about which to think. The conclusion, being the last thing you say, must leave the reader with a good impression. If your reader is the teacher, an impressive conclusion may result in a reward of a higher mark.

WRITING A PARAGRAPH

A paragraph is a group of sentences developing the same main idea.

The purpose of a paragraph is to take one main idea and explain it clearly. One of the sentences in the paragraph----called the **topic sentence** states this idea. The other sentences in the Paragraph----called the **supporting** sentences----develop the main idea by using details, facts, examples, and reasons, etc.

Just as sentences are the building blocks of paragraphs, paragraphs are the building blocks of composition, reports, letters, and books.

WRITING CHECKLIST

When you have write, go over the following questions, one by one, and take the action that you think is necessary.

a) **Addition:** Should new details, examples or information be added, to express the ideas more clearly?

b) **Deletion:** Can unnecessary details be omitted? What ideas or words are **useless repetitions,** are dull, or irrelevant?

c) **Substitution:** Can better **vocabulary** be chosen" Has the writer used such words as "good", "nice", and "got", too often? (Look for a better choice of nouns, adjectives and verbs.)

   i. Is there a **variety of sentences pattern and length?** Are the sentences short and choppy? Can they be substituted with more interesting sentences of varied length?

   ii. Are ideas expressed in a clear and interesting way? Are the **sentences complete?**

   iii. Are sentences in the paragraphs linked by **transitional words and phrases?**

   iv. Is the style of writing consistent with the ideas, the audience and the purpose?

d) **Rearrangement:**

   i. Is the contact organized clearly? Do the ideas appear in the same as the outline?

   ii. Does each paragraph include a main idea with **supporting sentences?**

   iii. Does the writing form a **complete body** by showing a **connection between the introduction, the body of the composition, and the conclusion?**

   iv. Does the composition seem **satisfactory?**

PROOF-READING

Proof-reading may be regarded as the last stage of postwriting. It is the final act of making corrections in sentence structure, grammar, mechanics (punctuation and capitalization), and spelling.

In terms of **grammar,** you should pay particular attention to **tenses.** Is the essay in the correct tense? ***In a narrative essay,*** for example, the essay should be in ***the simple past*** as this is the tense used for telling stories. ***Verb-subject*** agreement is also important.

Spelling also needs checking and it is a good idea to keep a list of the words you have spelt wrongly and improve on these the next time. Use a dictionary if you are not sure.

Punctuation can also be a problem. Check your use of capital letters, full stops, commas, speech marks and, of course, whether the essay is correctly paragraphed.

Few students regularly pay attention to the **presentation** of their work. It is very important to remember that a **poorly presented essay,** without a margin, no title, written in pencil rather than ink and with poor handwriting, **will result in the loss of marks.**

KINDS OF WRITING

Most of the writing you will do falls into four basic categories: **Description, narration, exposition and persuasion.**

i. **Description:-** Description is used whenever you describe the characteristics of a person, place, or thing.

ii. **Narration:-** Narration is used whenever a story is told, such as telling your friend about the fun you had on a trip to "Swat". You would use narration to write a short story, based on fact or fiction.

iii. **Exposition:-** Exposition involves writing to inform or explain. Expository writing present information, explaining through the use of facts, ideas, or examples. When you explain how a flashlight works you use expository writing.

iv. **Persuasion:-** Persuasive writing involves getting readers to agree with your opinions. You may recall a time when you wanted to do something, but your parents refused to let you. As a result, you tried to persuade them to change their mind.

The following table relates the kind of writing to the purpose and the audience:

Kind of writing	Purpose	Audience
A letter	To inform and entertain	A friend
A composition telling about your trip	To express ideas and narrate experiences	Your classmates
A paragraph describing the Sports Hall	To describe	Your English teacher

An essay to explain the difference between the monthly and the weekly tests	To explain by comparison/ contrast	A student in another college
A short story based on a trip to the moon	To narrate and entertain	Your readers
Why cheating is bad	To explain an opinion	Other students
An open letter to fellow students to keep your classroom clean	To persuade	Students who use your classroom

1. MY FIRST DAY AT COLLEGE

Joining college after disciplined and restricted life of school seems a period of permanent happiness and freedom to every student.

After I had got admission to a local college after the matriculation result, I was impatiently waiting for the first day to come when I could be able to attend the college. The life at college seemed a whiff of cool breeze after spending a tough life at school. The life at college seemed a period of permanent joy and freedom.

On the first day when I entered the college gate, I was very nervous. I found many students in the same condition. The stories of the first year fool rang into my ears. I was stepping hesitantly towards the main building of the college when a boy older than I offered me help. Since I wanted to take down my timetable, I asked him about the notice board. He told me to go to the left side of the building and then turn right. I thanked him and moved towards the guided direction. The moment I turned right I knew I had been fooled, the 'bathroom sign' fixed over the door made faces at me. I had not come out of my shock when a group of senior students came to me. One of the boys told that all first year students are to see the principal in the hall at once. They showed me the direction to

the hall. Amid a crowd of boys with upset faces I reached the hall. I thanked God that this time I was safe.

In the company of the first year boys I entered the hall and took a chair. The principal was a gray haired man. But what he said surprised us all. He advised us that we did not need to study. Our stay at college was a period of stress free life. While he was addressing us, an elderly person entered the hall. Seeing him the principal ran away, we all were very surprised. Then the elderly person came to the lectern and informed the boys that they had been befooled by senior students. He then introduced himself as vice principal and welcomed the boys to the college. He then guided us to the notice board and told us how to find the classrooms.

Attending classes was an excellent experience. All the day long we kept on moving from one classroom to another. The teachers introduced us their subjects and recommended us the course books.

The rest of the day was full of excitement. The friendly manner of the professors was an excellent experience. When I got out of the college I knew I had a memorable day in my life.

2. MY AIM IN LIFE

Aim is very important in life because it brings all our energies to one point. Our aim is like a guiding star. There are as many aims in life as men. Some want to be doctors, others to be engineers, civil and military officers. Some want to be poets, others to be novelists. Aim that suits the nature of man is the best for him.

I desire to be a professor of English. Teaching is not a paying profession. Professors and teachers, especially in Pakistan are lowly paid people. The reason is that the world cannot pay for their services. There are several reasons for my choice.

First, teaching is a noble profession. The best people in the world are those who teach others. To me this profession is the only profession in which a man can serve his nation in the best possible manner. Engineers may build grand buildings, roads and massive dams. Doctors may treat the patients and may put life into the dead. Civil and military officers may boast their services to the nation. But could they be so without the guidance of their teachers?

A teacher is like a ladder, which remains at its place but helps others to climb higher and higher. So instead of being an engineer, a doctor, or an officer, I would rather

be an engineer maker, a doctor maker and an officer maker. It is only the men that glorify the nation. These men are made in the teaching institutions.

Secondly, I am suited to this profession. I take pleasure in solving problems and explaining them to others. I am very fond of reading and teaching. By adopting this profession, I will be able to lead a life of learning.

Thirdly, English Literature is my favorite subject and its reading infuses a new spirit in me. A man can serve his nation well only when he has some interest in the work he is performing.

Realization of such a noble ambition is possible only when a man devotes all his time to studies. Keeping this in view, I work hard and make intensive study of English literature. In future, I hope to produce such men as would be of great service to the coming generations. I want to achieve this purpose by writing good and original books. Books also have a helping hand in making or spoiling a nation.

Whatever others think of my aim, I am satisfied that this aim is according to my taste and nature. Going against it would result in nothing but harm and confusion of mind.

3. COLLEGE LIFE

College life is a person's golden period of early youth. He remembers it in his whole life. He can never forget it. The period of college life may be two years of intermediate classes. It may include two more years of graduation.

College life is a life of freedom. There is no fear of teachers. The teachers behave in a friendly manner. The students feel no compulsion in studies. They develop a sense of duty and study. They may go to the library or canteen or playground in spare time. They may move with friends of their own choice. They develop self-confidence. They realize self importance. They learn good manners. They dream of becoming officers after studies.

Functions, tours, and sports are other aspects of college life. They are very happy occasions. They are memorable events of the student's life. The students enjoy them very much. On these occasions they take photographs of friends, teachers and distinguished guests. They also take photographs of attractive scenery.

College life has some pitfalls also. Some students misuse the liberty. They give up their studies. Some students develop quarrelsome habits. They form terror groups. They

disturb college administration. They tease other students. So their educational career is destroyed. Some students are misguided by selfish politicians. They like sabotage and strikes. Some students take too much interest in sports and other co-curricular activities. They ignore their studies. The students should avoid such harmful things.

4. LIFE IN COLLEGE HOSTEL

Hostel is an essential part of a college. Life in a college hostel is full of pleasures and charms. It is usually located within the premises of the college. It provides facilities only to those students whose parents live in remote areas. Hostel life is, undoubtedly, the most enthusiastic time of a student's life. It is definitely a memorable period which cannot be forgotten during the rest of life. It plays a vital role in the development of the personality of the student.

Hostel life provides many facilities to students. In every hostel, there is a reading room containing newspapers and magazines of different kinds. A student can increase his general knowledge by means of this informative material. He can form a habit of reading. Similarly, every hostel has a big common room, where students assemble daily in the evening and take part in various indoor games. There are annual games among the hostel students. Different prizes are given to the winners.

Hostel life gives practical training to a student in his mental, moral and spiritual development. He has to follow the rules made by the students themselves. All the students eat and play together at the fixed time. Nobody can leave the hostel without the permission of the Superintendent. Therefore hostel life gives practical training, punctuality, regularity and discipline. Hostel life builds self-confidence in a student. The students elect a mess manager every month to decide what to eat and how much to spend.

The most important advantage of hostel life is the opportunity to make new friends. Students belong to different families, having different habits. It also enables them to have a good understanding of different natures and minds. This practical training in human understanding proves very helpful in their practical life.

On the other hand hostel life has certain disadvantages. It is so expensive that most of the parents cannot afford it and refuse to give higher education to their children. A hostel student cannot enjoy the freedom and privacy which he can have at home. It is true that he is free to spend his time and money in any way he likes but he does not feel at home there. He cannot study or sleep peacefully according to his own will. Since the students are living away from the control of parents, they may waste their time and money. In spite of these disadvantages, the educational advantages of hostel life are

greater. Most of the rich parents like to send their children to residential institutions. It is the duty of the student to remain honest towards his studies.

5. DISCIPLINE

Social life is possible only if members of a society respect the wishes of one another. There would be no human society, if every man acted as he wished. Our personal actions and dealings with others are regulated by certain rules of conduct. Man's willing obedience to the laws of morality, and of justice is the basis of human society.

True human happiness depends on this submission of the individual to laws of conduct. The difference between right and wrong, proper and improper, good and bad is an essential difference. Our ideas of right and wrong, etc., may change from age to age, from society to society, but a difference between right and wrong always exists.

A properly brought up child is taught early to obey the laws of conduct. We educate him to know right from wrong. We tell him what to do and what not to do. The best way of discipline is not by preaching long lecturers delivered again and again. These lectures do not make our children better men and women. Our own example and our own practice are the best teachers for our children. They do what they see us do. A child is a born imitator and hero-worshipper. Early in life he chooses his hero, and imitates him. So the best discipline for a child is through training and example. Fear of punishment may keep him away from doing wrong, but it will not make him choose or do right.

Discipline is usually associated with physical aspect of life. But it is more of mental than of body. The progress of human thoughts depends on it. Every man cannot have what he wants. He must discipline himself to think that his personal happiness is not the first concern of mankind. He must learn to curb those desires which come in conflict with the desires of the rest of mankind.

But true discipline does not come from force. We have said that the fear of punishment does not teach a child to obey rationally. Military discipline according to which every soldier acts like a machine even though his conduct is not due to fear of punishment is not the highest form of discipline. When men obey willingly and with pleasure, they may be said to be properly disciplined. But in order that it may be so our laws should be reasonable and just.

In an ideal state of society, no one rules; all men obey. There are no governors, only a government. Men obey because they have that highest form of discipline called

self-discipline. Self-discipline is the essential quality which should be achieved through struggle.

6. QUAID-E-AZAM MUHAMMAD ALI JINNAH

Muhammad Ali Jinnah was born at Karachi on 25 December 1876. His father was a leading merchant of Karachi. He received his primary education at Karachi and Bombay. He passed his matriculation examination from the Mission High School, Bombay and went to England for studying law. He was called to the bar in 1896.

He started his legal practice at Karachi in 1896. Next year he shifted to Bombay and in a short time won great distinction as a barrister. From 1930 to 1934 he practised in England at the Privy Council and established himself as a lawyer of the first order. On his return to India, he resumed practice at Bombay.

In the meanwhile he had developed keen interest in politics when he was studying law in England. Therefore, he joined Indian National Congress to work for the self-government for India. He became member of the All-India Muslim League also and retained membership of both the parties for a long time. Jinnah worked as a mediator between the two parties and tried to bring about understanding between the Muslims and the Hindus. In acknowledgement of his services and popularity the "Jinnah Hall" was built in Bombay.

When the Indian National Congress rejected the Montagu-Chelmsford Scheme of 1918 and launched a non-co-operation movement, Jinnah left the Congress. He did not agree with the non-co-operation movement because he considered it a departure from the policy of constitutional agitation. From this time onward he became the most determined critic and opponent of all the policies of Gandhi. He was convinced that the Hindus were pursuing a deliberate policy. Hindu domination over the entire sub-continent of India.

As a result Muhammad Ali Jinnah soon became the voice of the Muslims of India. He formulated their demands and presented them in the form of the famous Fourteen Points in 1929. In 1934 he undertook the arduous work of uniting the various Muslim groups under the banner of the Muslim League. He also re-organised the Muslim League to make it an active and united organisation. Under his inspiring and able leadership the Muslim League contested elections in 1935 and swept the polls in the Punjab, Sind and Bengal.

With the passage of time more and more Muslims were joining the Muslim League. Other Muslim parties in Bengal and Punjab accepted the leadership of Jinnah

and also joined the League. In 1940 the Muslim League passed the famous Lahore Resolution demanding Pakistan-a sovereign Muslim State, comprising the Muslim majority areas of India.

Quaid-e-Azam Muhammad Ali Jinnah showed great ability and tremendous courage in his struggle for Pakistan. He countered the shrewd moves of the Congress and was able to change the view of the British Government. His lifelong struggle was crowned with success on 14th August 1947, when Pakistan came into being.

The Quaid-e-Azam became the first Governor-General of Pakistan. He worked day and night for the consolidation and progress of the country. His health had been failing for many years; now the great responsibilities of the state wrecked his health, and he passed away on September 11, 1948.

7. THE ADVANTAGES OF SCIENCE

Science has done much to promote the comfort and happiness of man. The primitive man did not know how to use the resources that nature provided so abundantly around him. His food supply was uncertain and his clothing was scanty and rough. He could not even make a fire without much difficulty and labour. But in the modern civilised world, the food supply is guaranteed by means of an efficient transport system. Light and heat are easily obtainable by means of gas and electricity; all kinds of fine and beautiful materials for clothing are rapidly and cheaply made by means of machinery. The fact that prime requirements of man are now so easily available is due to the increase in man's knowledge of science.

Science has enabled man to travel freely and have a convenient house with various means of amusement. He is provided with railway trains, motor cars, airplanes, bicycles, with theatres and cinemas, with unlimited number of cheap books, with telegraphs and telephones, and with numberless things that help to make his existence easy and pleasant. At every turn man makes use of little conveniences provided by the scientists. We could not strike a match, nor write with a fountain pen, nor tell the time, nor use a lift, if it were not for our facilities.

In addition to supplying us abundantly with necessities and luxuries, science has provided us with remedies against the greatest ills of life. Human beings are always in danger from diseases and bodily accidents. The astonishing advances in medical science have made it possible to cure many diseases, to stop pain, and to carry out successfully the most dangerous surgical operations.

Science encourages man to understand his surroundings. It develops intellect and culture. It explains mysteries, increases wealth, arranges large-scale production of materials, helps education, removes superstition, mitigates unemployment and makes human life comfortable, healthy and happy.

8. AN ACCIDENT

Road accidents are very common these days. Every day newspapers are full of news about the accidents. Science has made travelling very comfortable. But accidents take place daily. Many valuable human lives are lost and automobiles are destroyed. These accidents have made human life quite unsafe. They are the result of rash driving and violating the rules of traffic.

I witnessed a very tragic road accident last week. I was going to bazar when I saw a crowd on the road. I came to know that an accident had occurred between a car and a tonga. The tonga was going on the wrong side of the road. A car was coming at great speed from the opposite direction. The car driver blew the horn again and again. The Tonga driver tried to put his horse aside, but failed. The car driver applied brakes at the last moment. But he could not control the car and it directly hit into the Tonga. The horse was killed on the spot. His dead body was lying on the road. Blood could be seen everywhere.

The Tonga was badly broken. Some of the passengers received minor injuries. But the Tonga driver himself was seriously injured. He was lying on the road. People were trying to bring him to senses by putting water into his mouth. It was a very horrible scene. I felt sympathy for the poor man. His horse had been killed and his Tonga had been destroyed. His own life was in danger.

The car driver also received serious injuries. The headlights and the windscreen of his car were completely broken. The police reached the spot and prepared the report. They tried to save the life of the Tonga driver. He was put into another car by the policemen and was sent to the hospital.

I returned home, but could not get peace of mind. I was constantly thinking of the poor Tonga driver and his misfortune. Next day, I was shocked to hear the news of his death. I felt great pity for the poor fellow because he had left behind a widow and seven small children. I become very sad whenever I remember this horrible accident.

9. MY HOBBY

Spare time should be spent in some good hobby. It gives us joy and peace of mind. It protects us from idleness and boredom. Different persons like different hobbies. A good hobby prevents us from many evils. Games and hobbies are different from professional work. They make our life worth living. They are a healthy way of spending our free time. If a man has free time, he starts thinking about his worries and responsibilities of life. In this way his mind will get no relief from the worries of life. Hobbies and games develop those qualities, which are essential for our health.

There are different kinds of hobbies such as gardening pen-friendship, coin collecting, stamp collecting, photography, music etc. Everybody should adopt a hobby according to his own taste and circumstances of life. The hobby which I like most is gardening. Fortunately, I live in a house which has an open area in front of it. I have changed it into a beautiful lawn. Which is surrounded by fruit plants and flowerbeds. One corner of my garden is reserved for growing vegetables. Thus my hobby is also useful for my family because they get fresh and free vegetable as well as fruit in every season. My house has become my paradise.

My hobby keeps me fit, healthy, active and energetic. I daily spend one or two hours in my garden in the evening. It gives a feeling of freshness to my mind and body, so that I can study at night whole heartedly. It also keeps me away from bad company.

My hobby has made me a great lover of nature. The beautiful flowers of various colours and the sweet smell coming out of them has made the atmosphere of our house very soothing. My garden has increased the beauty of our house. I enjoy to sit in the lawn of our house and take evening tea there. All the friends and relatives are admirers of the beauty of my garden. They praise my hobby. I like to study in my garden. Gardening is a useful hobby and I recommend it to all of my friends.

10. A MATCH

Last month I got a chance to see a one day cricket match played between our National team and the Indian cricket team. Our college announced a holiday to witness this match. We had bought the tickets two days before and reached the stadium at 9 O' clock. We were surprised to see all the enclosures fully packed. Men, women, children and old persons from every walk of life had come to see this match. Fortunately, we got seats near the commentary box.

The match started at 10 O' clock. Waqar Younis, the Captain of Pakistan team won the toss. He invited the Indians to play first. Both the openers of the Indian Team were very experienced batsmen. But they could not play confidently before the Pakistani bowlers. The wicket was giving great help to the fast bowlers like Waseem Akram and Waqar Younis. In the first five overs they took two wickets against only ten runs. It appeared that the whole Indian team would not be able to score even one hundred runs. But the careful batting by Tendulkar and Laxman gave a good support to their team. But Waqar made a wise change by introducing Mushtaq from the college end. His ball was taking a sharp turn and he took the important wicket of Laxman in his first over. The fielding of our team was perfect. People clapped and danced when Shoaib took a very difficult catch. Our Wicket Keeper Rashid showed a wonderful performance by stumping out three Indian players. Two of them were run-out and the last three batsmen were caught behind the wickets. At last the whole team was out after making only one hundred and fifty runs.

There was a break of one hour between the two innings. We also had our lunch. The stadium was picturesque. Especially, the ladies enclosure looked very attractive. People were holding the national flags and banners in their hands and waving them.

Pakistanis started their innings and Shahid came to open with Saeed. The target was quite easy and our batsmen played aggressive shots from the very beginning. The captain of the Indian team tried many bowlers one after the other, but he could not succeed to break the partnership. Both the openers scored eighty runs. Then came the great Inzi and Yousaf who loved to hit the ball with full force. Whenever they scored a boundary, people enjoyed and jumped at their seats. In this way Pakistan defeated India by seven wickets. Shahid was declared the man of the match. It was a match that we can remember forever.

11. PICNIC

Last month, I went on a trip to Lahore. After the examination, we felt free. Some of my friends came to me and we made a programme to visit historical places at Lahore. The next day I got up early in the morning and started for the railway station after necessary preparation. My friends were already waiting for me. We bought tickets and started our journey.

After two hours, our train reached Lahore Railway Station. We were surprised to see such a big railway station. We came out of the railway station and hired a Tonga for the Tomb of Jahangir. On the way we bought some sweets, fruit and other eatables. When

we reached near the bridge of the river Ravi, we decided to enjoy rowing for some time. We hired a boat and a boatman and went far into the river. One of our friends entertained us with a few songs. After that we sat down under the shade of a cool tree and took lunch.

After that we went to Tomb of Jahangir. A large number of people had also come to enjoy there. I felt very happy to see the green lawns, the tall trees growing in long rows and the beautiful fountains. They were presenting a beautiful scene. We entered the tomb of the late king and offered 'Fatiha'. I was surprised to see the beautiful work and the artistic designs made by the Muslim artisans. After some time we came out of the tomb and climbed on one of its lofty towers. We could see the whole city of Lahore. It was very amusing to see the people walking in streets and the cars moving on the roads. The shining water of the river looked like a reflecting mirror. We remained there and enjoyed that wonderful scene. It was really a memorable day of my life.

12. EXAMINATIONS

Examination means a test of capacity of knowledge. It is a thing that a student hates most. He usually compares the examinations to a nightmare. Examinations may be a pleasure for a few brilliant students but are a necessity for an average student and boring for a majority of them.

Examinations have the following uses. First, they serve as a test of efficiency. It is only by giving an examination that we can know what progress the student has made during a period. Examinations supply us a solid proof of the fitness of a student for the higher class. A university degree or diploma shows that a particular student has acquired knowledge of a fixed standard. Thus an employer can safely entrust a job to the degree holder after examining the degree.

In the absence of examinations and degrees, we shall be at a loss to find out a man whose efficiency is tested. Secondly, examinations are test of ability and help us make a difference between the scholar and the dullard. They help us find out the ablest candidate out of a group of many. To fill all higher services, examinations are conducted by the Public Service Commission, and the top candidates are selected to fill the vacancies.

Firstly, the examinations goad us to study properly. It is the fear of examinations that makes us work. Many careless students become serious near the examinations. They try to be systematic and regular. No body would have cared to work if there were no examinations. Thus examinations are the most effective way of inspiring a student to read.

But examinations have their darker aspects as well. First, they shatter the blooming health of young students. They sit up late in the night to prepare for the examinations. A number of them fall ill. They lose their peace of mind. From this point of view, examinations are a curse.

Secondly, the examinations encourage the very bad habit of cramming. They are a test of memory rather than of intelligence or knowledge. Good marks or mere success in the examination is looked upon as the only test of true knowledge. Students read help books to get good marks and neglect the prescribed books.

Thirdly, the examinations are no sure test of one's ability. Chance plays a great part in all examinations. Intelligent students may fail and dullard may pass. Many eminent persons of the world are not holders of high academic degrees.

13. A VISIT TO A HILL STATION

It is a great pleasure to visit a hill station in summer. It was in those months that I visited the Murree hills. To enjoy this visit fully. I also invited some close friends. We left Lahore for Murree by bus and reached Rawalpindi at about ten O' clock. From there we reached Murree at about 1 PM the same day.

It was a fine cloudy day and weather was very pleasant. We stayed at "SUNNY VIEW HOTEL". After having rest for a while, we came out to have a view of the hills. It was a new experience for me. The houses were built in an irregular way. This looked very interesting. The valley below the hills looked like a great cup full of beautiful flowers.

On the first day we walked to the Kashmir point and enjoyed ourselves with its beautiful view. Well-dressed ladies and gents crowded the Mall cafes and tea-houses. I wondered how so many educated and cultured people had come together at such a far off hill station at one and the same time.

In the evening, when we were returning to our hotel, it grew dark and a gentle shower of rain began to fall. We hurried back and reached our hotel in ten minutes. Then we changed our dress, as it had become quite wet due to rain. The night was quite cold and I had to cover myself with blanket.

Through out the night it continued raining out. When it was dawn, the rain stopped. We were very glad to see this sudden change of weather. After our breakfast we went out to see the Samli Sanitorium down in the valley. Samli is a beautiful little spot situated in a fine valley. There are thick forests of pine trees, and the entire area is green

and charming. There are also many fruit gardens on the slopes. On our way back we crossed two fast flowing streams. The water of these streams was very cold and clean, but it was not so deep.

After three days stay in the hills we returned to Lahore, which was as hot and dry as we had left it. Anyhow, our short visit to the Murree hills was a good change and I shall ever remember the beautiful "Sunny View" and the "Kashmir Point". These were perhaps the most well-spent days of my life.

14. A RELIGIOUS FESTIVAL

Eid-ul-Fitar is one of the most important festivals of the Muslims. This festival is celebrated on the first of Shawal according to the Hijra Calendar. It is an occasion of great rejoicing. Actually Eid-ul-Fitar is celebrated to thank God for His mercy and kindness that has enabled us to observe the fasts of Ramzan. That is why Eid falls just after the month of Ramzan. As every Muslim is expected to give Fitrana (alms) before going out for prayers on this day, the festival is named as Eid-ul-Fitar.

As Eid-ul-Fitar is a special occasion for thanks giving and merry making, preparations for this festival start about a fortnight before the actual date. There is special shopping in the bazaars and the shops are well decorated for this purpose. Every Muslim wants to wear his best dress on Eid.

As soon as the Eid moon is sighted, the rejoicings start. The children are very happy because they get special gifts and pocket money on this occasion. On the Eid day, every Muslim starts his preparation early in the morning. The male members of the family change their dress and go to the 'Eidgah' to offer Eid prayers.

The women of the house sweep and dust the house in the best way and decorate it beautifully. Then they prepare the finest food they can afford. On Eid there is invariably a dish of 'Sevian' the traditional food prepared with vermicelli and milk.

After Eid prayers the people embrace and exchange Eid greetings with one another. When they return from the Eidagah, they also greet their family members with joy and give 'Eidi' to young ones. Friends and relatives go to one another's houses to greet. There are swings and toys for children at every corner of the street. Young people too have various kinds of happy activities.

Eid is very fine festival. It carries with it the religious sobriety mixed with rejoicings. Almost all the festivals of the Muslims have this quality. They are festivals with religious sanctity. Unlike the festivals of other religions, Muslim festivals are free

from all kinds of immoral customs as drinking and gambling etc. Islam teaches us to remain within moral limits even on the occasion of merry-making and festivities. Eid is the best festival of the year.

15. CO-EDUCATION

Co-education means the education of boys and girls together. In recent years some of our colleges have adopted this system. Some people favour this system. They say that this system is very useful. Their main argument is that in a poor and backward country like Pakistan it is impossible to maintain separate institutions. So co-education should be adopted and the existing colleges and schools should also be opened to girls.

The supporters of co-education also say that this system would provide an opportunity to the young men and women to come closer and understand each other. This would be very useful to them in their future life. It would also be good for the progress of the country. Another argument is that co-education would raise the standard of education, because it will promote competition among boys and girls.

But all these arguments are not based on facts. All of our institutions are overcrowded. The girls schools and colleges too are overcrowded. Hundreds of new educational institutions are needed. If some of these are reserved for girls, it would not cost more to the government.

The second argument too is false. If young men and women cannot understand each other at homes, they would not be able to do so in colleges.

The system of co-education will not raise educational standards. Temptation of flirting is stronger than the urge for reading textbooks. Co-education will create many problems not only for the students but also for the teachers. Temptation does not distinguish between the students and the teachers.

The real reason why some people support co-education is that like western culture, they want to be more English than the English. Because the West has co-education, they must have it too. But we have to consider whether our religion, our culture and our circumstances allow us to adopt co-education. Certainly not. Our young men and women need education and not co-education.

16. VILLAGE LIFE

Life in a Pakistani village is very interesting. As compared to the noise of the towns, there is little activity in our villages. A village consists of mud houses with a mosque and a few other houses built of bricks. It has narrow lanes. It has no connection with the other villages or towns except a small track which in rainy season becomes muddy. Sanitary conditions are hopeless. Dirty water runs everywhere in the lanes and breeds mosquitoes. It is natural that epidemics like influenza, cholera and malaria kill hundreds of people every year.

The population of a village consists of farmers and a group of artisans like carpenters, blacksmiths and shoemakers etc. The main concern of the villagers is to grow food and crops. Their only interest is the welfare of their land. They rarely go to the large cities. The nearest market town can supply their needs. They also sell their surplus wheat, rice and other commodities there.

The villagers are dependent on climate and rains. A good timely monsoon means prosperity and happiness. But when there is no rain, or more than what is good for crops, they are ruined. When the crops fail, the moneylenders prosper. The villagers are hard workers. Men and women both work in the fields while the children look after the cattle. Their life is a life of struggle and poverty.

The villagers are very conservative and believe that what was good for their forefathers, is good enough for them. They do want to progress but they do not know the way.

But we cannot be satisfied with the present condition of our food growers. A country which neglects its fields and farmers, cannot progress. Pakistan is an agricultural country and more than seventy percent of our people live in villages. They need many improvements, more education, knowledge of modern means of cultivation and better living conditions.

Usually our villagers live in a friendly way. This does not mean that they do not have their quarrels. Their disputes are mostly about women and land. It is very amusing to watch a villager's fight. Village customs are very simple.

17. PATRIOTISM

Patriotism means an attachment to and love for one's country. The poets tell us that the man loves his motherland simply because the world is too vast, and he cannot love the whole of it at one time. But let us add, the love of one's country, if properly developed is capable of extending to the entire world. So it is natural that we should love our country because we breathe in its air, we live under its skies and we are a part of its soul.

This is why that it is one of the noblest passions of human nature. Man we know is a social animal. He cannot live alone. His nature urges him to live in union with other human beings. He must live in a society. This is the only way in which he can lead a happy and fruitful life.

For us our country is not just a piece of land. It is more than a physical reality. We don't love our country because it is beautiful. There may be other countries which are more beautiful. We love it because it is our native land. We love it because it is the embodiment of our traditions, hopes and aspirations. We love it because patriotism is a natural passion.

Patriotism is an active virtue. Love hates idleness. Love inspires and urges a man to do every thing in his power for the welfare of his country. It makes him able to perform his duties honestly and with zeal. It makes him a good citizen who is always ready to serve his country in every possible way. Some people wrongly suppose that patriotism is experienced only in war times. It is a dangerous idea. Patriotism is a virtue which inspires us in peace as well as in war.

If we are patriots, we will always try to make our country healthy and strong. We will always try to help and urge the government to follow just and moral policies in external and internal affairs, and we will not allow others to threaten our freedom and integrity.

18. QUALITIES OF A GOOD CITIZEN

Citizen means full membership in a country. The word Citizenship comes from the Latin word "Civitas", meaning citizens "United in a community". Citizenship is still sometimes used for membership in some smaller unit of government, such as a state, province or city.

A person who holds the legal position of citizenship is called a citizen. A country grants certain rights to its citizens and demands certain duties from them.

A country offers its citizens protection when they are at home. A country and its citizens are not really separate. A country exists only when the people of a certain area are organized politically. Not all persons living under the same flag are citizens. Persons who are not citizens may be either aliens or non-citizen nationals. 'Aliens' are persons from other countries who have not become citizens of their new countries, "Non-Citizen nationals" are persons who are not citizens of a country, but owe allegiance to it. The government protects them, but they do not have the full privileges of citizens.

RIGHTS AND DUTIES

Citizenship involves both civic and political rights, as well as civic and political duties. The constitution of the country guarantees "civic rights" to all its citizens. A person possesses civic rights, such as the right to worship or pray as he pleases, from the day he is born. In return for these rights, each citizen owes allegiance to his country. It is his "civic duty" to support his government, obey its laws, and defend his country.

Only citizens have full political rights (the right to take part in the government). These rights have some limitations. A citizen under 18 years is not eligible to vote. Besides he should establish a permanent residence in order to vote. These restrictions in no way lessen the citizen's civic and political duty to help elect officers of his government when he becomes eligible to vote.

Citizens can carry out their civic responsibilities in many ways besides voting. They can shape public opinion by using their freedom of speech and expressing their views on important issues. Young men may be called on to serve in the armed forces. Adults may serve on juries, become school board members or work for the political party of their choice:

Democratic government fails unless citizens show the same eagerness to serve their country that they expect the country to show in serving them. Schools should train the citizens to accept their responsibilities.

Most schools have civic education programmes that emphasize citizenship activities. Students study current affairs, Pakistan history and Pakistan studies. They work together on projects to study such problems as environmental pollution.

Many private and public organizations promote citizenship education. They help citizens to get information about their government and encourage them to take part in the government. Many organizations train young women on how a government operates.

In fact a state is known by its citizens. The state is an abstract idea whereas its citizens are concrete and tangible living beings. The citizens should take all those steps to improve the image of the country in the world.

19. POLLUTION

Environmental pollution is a term that refers to all the ways by which people pollute their surroundings. People make the air dirty with gases and smoke, poison the water with chemicals and other substances, and damage the soil with too many fertilizers and pesticides. People also pollute their surroundings in different ways. For example, they ruin natural beauty by scattering garbage on the land and in the water. They operate machines and motor vehicles that fill the air with disturbing noise. Nearly everyone causes environmental pollution in some way.

Environmental pollution is one of the most serious problems we are facing today. Air, water and soil are being harmed by pollution. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land available for growing food. Environmental pollution also brings ugliness to our naturally beautiful world.

Everyone wants to reduce pollution. But the pollution problem is as complicated as it is serious. It is complicated because much pollution is caused by things that benefit people. For example, smoke from automobiles causes a large percentage of all air pollution. But the automobile provides transportation for millions of people. Factories discharge much of the material that pollutes air and water, but factories provide jobs for people and produce goods the people want. Too much fertilizer or pesticides can ruin soil, but fertilizers and pesticides are important aids to the growing crops.

Thus, to end or greatly reduce pollution immediately, people would have to stop many things. But pollution can be gradually reduced in several ways. Scientists and engineers can work to find ways to lessen the amount of pollution that such thing as automobiles and factories cause. Government can pass and enforce laws that are essential to reduce pollution.

20. OUR COLLEGE LIBRARY

Our college library is in a separate block, consisting of a spacious hall, a reading room and the office of the librarian and his assistants. In fact, it is a world of books, knowledge and wisdom. It is not a big library like the public libraries which are meant for general readers, research workers and scholars. It contains a wise and careful selection of books which may be needed by college students, for a higher and deeper study of their subjects. Class teachers usually guide their students.

A section of our library is reserved for such textbooks and help books as can be issued to the poor students who cannot buy them from the bazar. The course books can be issued for a month, while the other library books cannot be retained for more than two weeks. If a student fails to return a book within the prescribed period, he is fined by the librarian. If on returning library book, it is found torn, the student is bound to replace it with a new one or to pay its price. For this purpose every student is required to pay library security which is refundable to the student when he leaves the college. No student is allowed to borrow more than three books at a time. The recommendation of the teacher is necessary for borrowing a book from the library.

Our college library has been divided into a number of sections labeled as Literature, Social Sciences, Physical Sciences, General Knowledge, Reference Books, Dictionaries, etc. The reference books and dictionaries cannot be issued to anybody, and can be studied only at the library. All the books are placed in properly locked bookcases having glass doors. These are daily dusted and cleaned before the opening time. All the library books are systematically catalogued. The student consults this catalogue and enters the name and number of the book on a printed slip of paper. It is presented to the library clerk who checks everything before issuing a book.

A big portion of our college library is called the Reading Room. It has large and long tables with chairs for the students to sit and study. A large variety of daily newspapers, magazines is found spreading on these tables but firmly fixed to them. The students are allowed to benefit from them in their vacant periods. A supervisor keeps a strict watch over the readers lest they should tear away some paper, picture or the whole of the magazine. In short, the college library does an invaluable service to the college students, and it helps them to become good citizens.

21. A MEMORABLE JOURNEY BY TRAIN

The extreme heat on the plains made me think that a short stay of two months on the hills could do me good. The monotony of college life had been a burden so far and I wanted to make the best of the vacation, by improving my health and mind by exercise, walking, reading, and contemplation of the beauties of Nature. All these things conspired to make me take a journey to Murree. I packed up my baggage and drove towards the Railway Station. Fifteen minutes drive brought me to the station, where I caught the train which was to take me to Rawalpindi. I got into a compartment. The first bell rang and at once there was a great bustle among the passengers. There was another ringing of the bell. The doors banged, the guard blew his whistle and waved the green flag, and the train steamed off.

The third class compartment was crowded to suffocation. People of all types were there. Some of the travelers were rude, others were polite. Some were so reserved that they would hardly speak when spoken to, while others forced their talk upon reluctant listeners. There were so many kinds of people; such a variety of dress and occupation could be seen. Some people were smoking cigarettes, and bursting now and then into laughter.

Even more interesting than the study of the different characters of my fellow-passengers was the variety of the scenery through which the train passed. As the train hurried on at the speed of forty miles an hour, a panorama of the scenery passed before my eyes. At one time the train passed through a dense forest. Then the scene changed and the train plunged into a deep valley and wakened the echoes of a rocky and barren mountain district. Then we crossed a mighty river which was in rapid motion. The leaping of waters on the banks could be heard from a distance. Nature was most gorgeous there; and it was green and green all round.

Here and there were fields covered with golden corn and gardens full of fruit trees. Hares were frisking in the fields, deer bounding over the plains. All sorts of beautiful birds with variegated plumes fitted across the landscape. The cattle wallowing in muddy tanks, the farmers ploughing the fields, idle people sitting and smoking under the village tree, the thatched huts, the spires and minarets of temples and churches, were very interesting and picturesque sights. At last the train pulled up at Rawalpindi Junction. There was a great rush of passengers on the platform. All seemed to be hurrying to and fro. The hawkers were hawking tea and foodstuffs. The constant whistling of a shunting locomotive also attracted my attention. The shouts of the coolies, and the rush of the passengers, were very interesting.

I changed my clothes in the waiting room at Rawalpindi Station and immediately left for G.T.S. Bus stand in Sadar. I boarded a bus bound for Murree. I was in Murree in two hours time. There, I enjoyed a lot but I cannot forget the memorable journey by train.

22. TELEVISION

Television is something new for the people of Pakistan. It was on November 26, 1964 that television was introduced in Pakistan at Lahore. The television project was in the nature of a pilot one for three months until the semi-Government National Television Corporation was to come into being to take it over.

Full-fledged television stations-one each at Lahore, Dacca and Karachi, and three satellite stations, one each at Islamabad, Chittagong and Peshawar, were planned to be set up, depending upon the success of the pilot project. The range of the pilot project at Lahore was from five to seven miles. But it was planned to be increased to fifty miles with the Corporation running the fully developed stations after the initial period of three months.

One of the most important achievements of man during his few centuries of civilization has been the combination of mechanized printing and broadcasting in sound and vision. It was in the nineteenth century that Printing Press was introduced in the Indo-Pakistan sub-continent. Printing of books, newspapers, and journals, as we know them today, however, came in the twentieth century. The cinema appeared in our sub-continent during this century. Sound broadcasting, the most important landmark in the introduction of mass communication, is a recent invention.

Television is the latest means of mass communication. Although a branch of broadcasting, it is an important technical advance on sound radio. The outstanding fact about television is that it can project a picture simultaneously into hundreds, and thousands of homes just the same way as radio. When sound and picture are presented to an audience simultaneously it attracts five times the attention commanded by sound alone. One of the immediate effects of introducing a television set into a household is that it stops all other forms of social activities and engages the full attention of children and adults alike.

Television, although initially a means of entertainment like radio, assumes the dual role of education and entertainment. According to experts, the greatest contribution that the television has made in the developed nations of today is that it has helped in producing a better-educated and better-informed society. By carrying the living glimpses of the way of life, customs and attitudes of various nations of the world into our living

rooms a better understanding is caused in the world. Through telecasts (television broadcasts) public can now know much more of the world than it was possible previously. It is due to the tremendous importance of television that quite a large number of the developing nations of Asia, Africa, and Latin America introduced television in their countries soon after sound broadcasting.

Television's importance as a medium of education and entertainment needs no emphasis. It is especially necessary for developing countries like Pakistan which face enormous problems of illiteracy and mass intelligibility.

The television can inculcate among the people a sense of values and awareness of their cultural heritage. It can enlarge their mental horizon and create in them a civic and national consciousness. It can also demonstrate latest scientific discoveries. The visual medium can contribute a lot to economic development through programmes on agriculture and industry.

The introduction of television in Pakistan promises to be the dawn of new era in mass communication. Great care, however, has to be taken in the selection and presentation of programmes as television has immediate and vital impact on the viewer. There should be a fine balance between entertainment and education: both should be pleasant and designed to appeal to the average viewer.

23. BOOKS

One of the most delightful things about a good book is, I think, its companionship. While we are able to enjoy good books, we are surrounded by an imaginary world which is peopled with good and noble characters, who let us share their inmost thoughts.

Books are, indeed, the only means we have of entering into the thoughts of the great men of all ages. While we commune with them, we are for the moment lifted up to something of the same height as that on which they stand, and we see the prospects beneath with their eyes. What is real and vital stands out sharp and clear, what is false and trivial is lost. Nor is the good we get from reading transitory. We read some noble thoughts, ponder on them, and find them true. They become also our own, a possession, none can take away from us; for they mould our characters, and enter into our every being.

Book on history make us realise how people lived in past ages; how they built up their constitution and laws. Biographies of great men are very valuable, especially when

they do not dwell too much on unimportant facts, but let us see something of the inner lives of the persons described.

Good novels, whatever may be said to the contrary, are of very real use in widening our sympathies. While we read a novel, we lose our own personality in that of the hero or heroine, and we feel emotions as we go through experiences which we may never have in our own lives. Novels enable us to enter more sympathetically into the feelings of others. In Milton's noble words, "A good book is the precious lifeblood of a master spirit, embalmed and treasured up to a life beyond life".

But after all, the power of a book has some limitations. No two persons will read Shakespeare alike. One will understand more than the other, neither will understand more than what is already in some degree in him. A book cannot create faculties in a man, nor can it give him any fresh qualities. No man ever became a genius by sheer force of reading. There must be some affinity between two minds, or they will never understand one another.

Finally, we may say that the chief end of a book is to awaken and develop those good qualities which might otherwise have remained dormant in a man forever.

24. AN IDEAL STUDENT

An ideal student gets up early in the morning. He likes cleanliness. He offers prayers five times a day. He takes exercise regularly. He respects his teachers and parents. He pays full attention to his studies. He also reads books other than those of his course. He is not a bookworm. He takes part in Co-curricular activities. He likes sports, debates, speeches etc. He keeps good company and avoids bad company. His mind is fair. He has no evil thoughts.

An ideal student has no malice against others. He loves mankind. He cooperates with his class fellows. He is neither jealous nor miser. He likes to spread knowledge. He is kind to the helpless and the needy. He is good mannered. He does not quarrel with others. He takes care of his physical and mental health. He does not watch obscene and vulgar films. His conversation is always constructive. He hates loose talk.

An ideal student does not take part in politics. He knows that some selfish politicians misguide the students. He does not take part in strikes. His main politics is to construct his personality. His policy is to get knowledge. So he hates politics because it proves harmful to studies. Every student should try to be an ideal student.

25. MY LAST DAY AT COLLEGE

Man is a social animal. He loves not only the people he lives with but also the place he lives in. It may be a house of bricks or an institution of education; one's stay in it makes one love both the people and the place. He becomes sad when he leaves them.

The same sadness haunted me on my last day at my college. The moment I entered the college gate, I felt churned up inside. I had a feeling that I would not be able to have the familiar look of the building and its surrounding any more. During the last two years I had developed a striking affinity with the building and every other thing that belonged to it.

A kaleidoscope (a constantly and quickly changing pattern) of events began to move on before my eyes. I could see myself entering the college with a throbbing heart. How I attended different classes on my first day. And then there was a flood of faces and events in which many faces appeared and many disappeared. The whole reel ended in a jiffy.

During all the classes that I attended that day, I was taking in every word of my beloved teachers so that I could store them into my memory for as long a time as a human being lives. I was trying to imprint the pictures of my guiding stars on the slate of my mind so that I could see them vividly in the days to come when I would actively be involved in the drama of life.

After the dismissal of the last class I took all of my friends to the canteen of my college. It was the place where we all had spent a lot of time. We all were very pensive. Quite often we tried to start up some conversation but the chain would soon break. I knew that like me everybody was revisiting the last two years spent in the hustle and bustle of the college.

Not all of the boys were in the mood as were we. Different groups of students were busy taking autographs from their teachers and their friends. Some of them were sparkling their pen ink on one another. Their roars of laughter seemed to echo far and near. However, on the whole there was a tinge of sadness and melancholy all around.

After staying for quite sometime in the canteen we decided to depart. We got out of the college gate, embraced each other with promises of being in touch and departed moving towards our homes with grim steps.

TEXTBOOK-II

(Modern Prose and Heroes)

PART-I

Short Questions / Answers
&
Multiple Choice Questions

ACCORDING TO THE NEW PAPER PATTERN
2008 & ONWARD

As prescribed by all Boards of Intermediate and Secondary Education

The Dying Sun

Short Questions Answers

Q.1 Who is the writer of the essay "The Dying Sun"?

Ans. Sir James Jeans is the writer of the essay "The Dying Sun".

Q.2 How many stars are known which are hardly bigger than our earth?

Ans. A few stars are known which are hardly bigger than our earth.

Q.3 What is the size of most of the stars as compared to our earth?

Ans. Most of the stars are so large that hundreds of thousands of earths could be packed inside each and leave room to spare.

Q.4 What is the likely total number of stars in the universe?

Ans. The total number of stars in the universe is perhaps something like the total number of grains of sand on all the sea-shores of the world.

Q.5 What do the millions of stars do in space?

Ans. These millions of stars wander about in space.

Q.6 In which form do the stars journey in space?

Ans. A few stars form groups which journey in company, but most of them travel alone.

Q.7 What is probably the distance of one star from another in the universe?

Ans. It is probably well over a million miles.

Q.8 How often does a star come anywhere near to another?

Ans. It is a very, very rare event indeed for one star to come anywhere near to another.

Q.9 Why does a star not come near to another?

Ans. For the most part each star makes its voyage in complete loneliness.

Q.10 How can we understand the distance of stars?

Ans. We can understand the distance of stars through a scale model in which the stars are ships. There will be a distance of well over a million miles between any two ships.

Q.11 When did the rare event of a star coming near the sun take place?

Ans. Some two thousand million years ago a rare event took place and another wandering star came near the sun.

Q.12 What do the sun and moon do to the earth?

Ans. The sun and the moon raise tides on the surface of the earth.

Q.13 How did the second star affect the surface of the sun?

Ans. The second star must have raised huge tides on the surface of the sun.

Q.14 What did the immense tidal wave form on the surface of the sun?

Ans. It formed a mountain so high that we can hardly imagine.

Q.15 The writer has used 'the cause of disturbance' what do you understand by this term?

Ans. It is used for the second star because it raised huge tides on the surface of the sun causing great disturbance.

Q.16 What happened before the second star began to move away?

Ans. Its tidal pull became so powerful that this mountain was torn to pieces and threw off small parts of itself into space.

Q.17 Why does life not exist on the sun and the other stars?

Ans. The sun and the other stars are extremely hot. This is why life does not exist on them.

Q.18 What have the small pieces which the sun threw off been doing ever since?

Ans. These small pieces have been going round the sun ever since.

Q.19 What are the small pieces of the sun called and what is our earth?

Ans. The small pieces of the sun are called planets. Our earth is one of them.

Q.20 What are planets according to sir James Jeans?

Ans. According to sir James Jeans planets are the thrown away pieces of the sun.

Q.21 In what condition do the planets exist in the universe?

Ans. The planets are moving round the sun.

Q.22 Why does life not exist on the sun and the stars?

Ans. Life does not exist on the sun and the stars because they are very hot.

Q.23 How were the small pieces of the sun when they were thrown off?

Ans. They were very hot when they were thrown off.

Q.24 What happened to the heat of the thrown away pieces of the sun?

Ans. Gradually they became cooler. Now a very little heat is left.

Q.25 How do the thrown away pieces of the sun get their warmth?

Ans. They get it almost entirely from the radiation which the sun pours down on them.

Q.26 What happened with one of the cooling pieces of the sun in course of time?

Ans. In course of time one of these cooling pieces of the sun gave birth to life?,

Q.27 How did life start in the beginning?

Ans. It started in simple organisms. They were able to reproduce themselves before dying.

Q.28 What happened after the humble beginnings of life?

Ans. Life became more complex and in the end it produced human beings with feelings, ambitions, sense of beauty and religions.

Q.29 How did according to Sir James Jeans human race likely come into existence?

Ans. According to Sir James Jeans the human race came into existence in the form of simple organisms and later developed into complex.

Q.30 What do we try to discover standing on our little grain of sand?

Ans. We try to discover the nature and purpose of the universe which surrounds our home in time and space.

Q.31 What do you understand by the term "our little grain of sand"?

Ans. The writer uses this term for our earth as compared to the vast universe.

Q.32 What is our first feeling when we think about the position of our earth in the universe?

Ans. Our first feeling is something like fear when we think about the smallness of our earth in the universe.

Q.33 How do we find the empty space in the universe?

Ans. Empty space is so cold that all life in it would be frozen.

Q.34 How do we find most of the matter in space?

Ans. Most of the matter in space is very hot and life is impossible on it.

Q.35 What are the conditions essential for the existence of life?

Ans. Life can exist only where physical conditions are suitable. The most important of which is temperature at which substances can exist in a liquid state.

Q.36 Why do we find the universe frightening?

Ans. We find the universe frightening because of its immense distances, great stretches of time, our extreme loneliness, the littleness of our home in space. Above all else, we cannot find any sign of life anywhere except on our earth.

Q.37 What does not seem to have any part in the plan of the universe?

Ans. Life does not seem to have any part in the plan of the universe which produced our planetary system.

Q.38 What do the stars provide in their surroundings and what is the temperature there?

Ans. They provide warmth in surroundings where the temperature is about 484 degrees of frost on the Fahrenheit scale.

Q.39 What is the temperature beyond the milky way?

Ans. It is colder still beyond the milky way.

Q.40 What do you understand by the narrow belt where life can exist?

Ans. Narrow belt is an area where the temperature is neither too hot nor too cold.

Q.41 How can we think of the stars scattered through space?

Ans. We may think of them as a collection of fires scattered through space.

Q.42 What would happen with life inside these belts and outside respectively?

Ans. Outsides these belts life would be frozen; inside it would be burnt up.

Q.43 What is the roughly calculated area within which life is possible?

Ans. According to a rough calculation it is less than a thousand million millionth part of the whole of space.

Q.44 Is it usual for suns to throw off planets at right distance for life to be possible on them?

Ans. It is extremely unusual for suns to throw off planets as our sun has done.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. A few stars are known which are **hardly** bigger than the earth.
   (a) boldly (b) scarcely (c) tightly (d) sufficiently
2. Most of them are so large that hundreds of thousands of earths could be packed inside each and leave **room** to spare.
   (a) apartment (b) lodgings (c) space (d) quarter
3. Here and there we find an **immense** star large enough to contain millions and millions of earths.
   (a) enormous (b) fast (c) great (d) bright

4. And the total number of stars in the universe is **probably** something like the total number of grains of sand on all the sea-shores of the world.
   (a) certainly (b) surely (c) habitually (d) perhaps
5. These millions of stars are **wandering about** in space.
   (a) roaming (b) walking (c) running (d) swaying
6. For the most part each star makes its **voyage** in complete loneliness.
   (a) fun (b) journey (c) image (d) circle
7. From this it is easy to understand why a star **seldom** finds another anywhere near it.
   (a) often (b) nearly (c) rarely (d) ideally
8. Another star wandering **blindly** through space, happened to come near the sun.
   (a) aimlessly (b) fast (c) directly (d) specially
9. The second star formed a mountain so high that we can hardly **imagine** it.
   (a) look (b) see (c) define (d) think
10. Its tidal pull had become so powerful that this mountain was **torn** to pieces.
   (a) gathered (b) formed (c) scattered (d) found
11. Their warmth coming almost entirely from the **radiation** which the sun pours down on them.
   (a) rays (b) waves (c) tides (d) heat
12. We find the universe **frightening** because of its immense distances which we do not understand.
   (a) awesome (b) horrible (c) amazing (d) astonishing
13. It needs suitable physical conditions for its **appearance**.
   (a) approval (b) stay (c) looks (d) existence
14. We may think of them as a collection of fires **scattered** through space.
   (a) spread (b) wander (c) moving (d) circling
15. Stars are providing warmth in **surrounding** where the temperature is at most some four degrees above absolute zero.
   (a) around (b) areas (c) outside (d) inside
16. In the immense **stretches** of space beyond the Milky way, it is colder still.
   (a) vast (b) areas (c) heat (d) chill

17. Away from the fires there is this unimaginable cold of hundreds of degrees of **frost**.

    (a) chill **(b)** freeze **(c)** fig **(d)** mist

18. Probably only one star in 100000 has a planet **going round** it at the right distance for life to be possible on it.

    (a) travelling **(b)** wandering **(c)** circling **(d)** moving

Answers

1.	(b)	**2.**	(c)	**3.**	(a)	**4.**	(d)	**5.**	(a)
6.	(b)	**7.**	(c)	**8.**	(a)	**9.**	(d)	**10.**	(c)
11.	(a)	**12.**	(b)	**13.**	(d)	**14.**	(a)	**15.**	(a)
16.	(b)	**17.**	(a)	**18.**	(c)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Hardly	Scarcely	Seldom	Rarely	Appearance	Existence
Room	Space	Blindly	Aimlessly	Scattered	Spread
Immense	Enormous	Imagine	Think	Surrounding	Around
Probably	Perhaps	Torn	Scattered	Stretches	Areas
Wandering	Roaming	Radiation	Rays	Frost	Chill
Voyage	Journey	Frightening	Horrible	Going round	Circling

Using The Scientific Method

Short Questions Answers

Q.1 Who are the writers of the essay "Using The Scientific Method"?

Ans. Darrel Barnard and Lon Edward are the writers of the essay "Using The Scientific Method".

Q.2 What kind of problems have we solved by using the scientific method?

Ans. We have solved the problems of health, the production and preservation of food, the construction of our homes, and the improvement in communication and transportation.

Q.3 What kind of happenings can we better explain today by using the scientific method?

Ans. Today we can better able to explain happenings, which were considered strange and mysterious in the past.

Q.4 How have we changed our thinking as compared to our forefathers?

Ans. We are less fearful and more critical in our thinking as compared to our forefathers.

Q.5 How much chance of living for one year could we have had if we had been born two hundred years ago?

Ans. We would have had about one chance in eight of living to be one year old.

Q.6 How many babies died before reaching their first birthday in the past?

Ans. In the past, about seven out of eight babies died before reaching their first birthday.

Q.7 What was the most dangerous disease, which you could have had before reaching the age of six years?

Ans. We would have had smallpox before reaching the age of six years.

Q.8 Mention the diseases, which you could have had by reaching the age of twelve?

Ans. We would certainly have had measles, whooping cough, scarlet fever and diphtheria by reaching the age of twelve.

Q.9 Which were the diseases that once started, spread through a community?

Ans. Yellow fever, malaria, typhoid fever, cholera, typhus, and even influenza were the diseases which once started, spread through a community.

Q.10 What was the average length of man's life? Or who was considered fortunate in those days?

Ans. A person who lived to be more than thirty years of age was indeed fortunate because it was the average length of man's life.

Q.11 Why do the children not get disease today as compared to the past?

Ans. Today babies are born in hospitals where there is little likelihood of their getting a disease.

Q.12 What are the diseases against which young people are treated these days?

Ans. Young people are treated these days to protect them against smallpox, diphtheria, and typhoid fever.

Q.13 How much addition has the scientific method made to man's life?

Ans. The scientific method has added more than thirty years to the expected length of man' s life.

Q.14 What was the condition of city streets in the past?

Ans. The city streets were narrow, unpaved and poorly drained. Animals wandered through the streets feeding upon the garbage.

Q.15 Where was the household garbage thrown one hundred years ago?

Ans. Household garbage and other refuse were thrown into the streets.

Q.16 How did outdoor toilets make drinking water dirty in the past?

Ans. Human wastes were drained into wells from which people obtained drinking water.

Q.17 What are the general conditions of our city streets today?

Ans. They are paved, well drained and are cleaned regularly. It is against the law to throw garbage in them.

Q.18 How is the sewage carried to disposal plants these days?

Ans. It is carried through sealed pipes to disposal plants.

Q.19 What is the cause of typhoid fever, cholera and dysentery?

Ans. Unsanitary conditions are the cause of these diseases.

Q.20 How have the city governments managed to keep the cities clean today?

Ans. They have departments of sanitation which keep the cities clean and so prevent the spread of certain diseases.

Q.21 How was water brought a century ago?

Ans. It was brought by the buckets for household use.

Q.22 From where had water to be carried?

Ans. It had to be carried a considerable distance from the well to the home.

Q.23 How did people use water in the past?

Ans. They used it very sparingly for bathing and cleaning purposes.

Q.24 How is water provided for the household use these days?

Ans. Today towns and cities have water systems that usually provide water for household use.

Q.25 What has been one of the important problems in the growth of cities?

Ans. It has been to provide sufficient water to meet the needs of growing population.

Q.26 How did Los Angeles solve the problem of obtaining clean water?

Ans. It solved the problem of obtaining clean water by bringing it to the city from the Colorado River, 544 kilometers away.

Q.27 How is water carried to the district of Los Angeles and how much?

Ans. It is carried through a pipeline. A thousand million litres of water are delivered to the district daily.

Q.28 What have we learned through the use of scientific method regarding our eating habits?

Ans. We have learned that it is healthful to eat many kinds of food and how to provide ourselves with a variety of food throughout the year.

Q.29 How much did people enjoy eating a century ago as compared to these days?

Ans. They enjoyed eating as much as we do today, but they could not have as many different kinds of food.

Q.30 How did ancient people produce most of their foods?

Ans. They produced most of the food on their own farms or in their own gardens.

Q.31 When could people obtain fresh vegetables in the past?

Ans. They could obtain them only during the growing season.

Q.32 What was the problem of the people living in cold climates and how did they solve it?

Ans. They had none during the winter months. Thrifty housewives preserved their home-grown vegetables and fruits by canning, pickling, or drying them for use during the cold weather.

Q.33 What was the method of preserving meat in the past?

Ans. Meats were preserved by salting and drying or by freezing when the weather was cold enough.

Q.34 Who could enjoy sea foods in the past and why?

Ans. Sea foods were generally available only along the coast. Only those living near sea could enjoy them.

Q.35 How is every kind of food supplied throughout the year?

Ans. By using scientific method every kind of food throughout the year is supplied.

Q.36 What is the difference of preserving food between the past and the present?

Ans. There was a risk of poisoning in the past but now the food remains nutritious and enjoyable.

Q.37 How has the risk of poisoning from canned foods been removed?

Ans. Modern methods of selecting, grading, and processing foods have removed the risk or danger of poisoning from canned foods.

Q.38 What has been proved a practical method of preservation?

Ans. Dehydration, or the removal of water from such foods as milk, eggs, potatoes, and apples, has proved a practical method of preservation.

Q.39 What do you understand by an attitude?

Ans. By an attitude we mean the way we feel towards some idea cr some event.

Q.40 What is a superstitious attitude?

Ans. If a person believes that wearing some kind of charm will prevent him from having bad luck, he will feel uncomfortable without it. This is a superstitious attitude.

Q.41 What do superstitious people believe in?

Ans. They believe in signs of good or bad luck and their lives are greatly influenced by such signs.

Q.42 How are superstitious beliefs being overcome?

Ans. They are being overcome by using the scientific method to demonstrate that there is no sound basis for them.

Q.43 How many people do believe today that diseases are caused by evil spirits?

Ans. Few people today believe that diseases are caused by evil spirits.

Q.44 Do astrology and fortune-telling still influence the lives of many people?

Ans. They are still practised today but they do not influence the lives of as many people as they once did.

Q.45 How do people think what happens today?

Ans. They think that there is always a good natural reason for everything that happens to people.

Q.46 What are people no longer afraid of?

Ans. They are no longer afraid of black cats, broken mirrors, and the number 13.

Q.47 Why do we not believe that ideas are necessarily true?

Ans. By using the scientific method it has been demonstrated that ideas are not necessarily true because they have been believed for a long time.

Q.48 How can an idea be acceptable to scientist or to people?

Ans. Ideas must now be supported by facts in order to be acceptable to the scientist or to people who use the scientific method.

Q.49 How have discoveries of scientists helped people regarding their attitude?

Ans. They have helped people develop an attitude of open-mindedness.

Q.50 Do people still think what has been considered true will always be true?

Ans. They are more willing to look for new truths than to think that what has been considered true will always be true.

Q.51 Why do people not accept conclusions as final today?

Ans. They have had to change their old ideas as a result of new discoveries made by scientists.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Today we are better able to explain happenings which used to be considered strange and **mysterious**.

   (a) splendid (b) great (c) inexplicable (d) understanding

2. We are also more critical in our thinking than our **ancestors**.

   (a) brothers (b) forefathers (c) relations (d) neighbours

3. Suppose you had been an **unusually** strong little fellow and had lived through that first year.

   (a) habitually (b) occasionally (c) exceptionally (d) rarely

4. By the time you reached the age of twelve, you would **undoubtedly** have had measles, whooping cough, scarlet fever, and diphtheria.

   (a) uncertainly (b) greatly (c) unduly (d) surely

5. Even then your **battle** for life was not over.

   (a) race (b) chance (c) struggle (d) desire

6. Yellow fever, malaria, typhus, cholera, typhoid fever, and even influenza, once started, spread through a **community**.
   (a) society (b) city (c) village (d) province

7. Today babies are born in hospitals where there is little **likelihood** of their getting a disease.
   (a) time (b) chance (c) danger (d) possibility

8. Household garbage and other **refuse** were thrown in the streets.
   (a) waste (b) deny (c) things (d) objects

9. Today our city streets are **paved** and well drained, and they are cleaned regularly.
   (a) narrow (b) wide (c) even (d) cemented

10. Sewage from all sections of a city is carried through sealed pipes to **disposal** plants.
    (a) cemented (b) iron (c) rubber (d) distribution

11. Through the use of the scientific method it has been **demonstrated** that unsanitary conditions cause the spread of disease.
    (a) written (b) explained (c) won (d) understood

12. Today most city governments have departments of **sanitation** which keep the cities clean.
    (a) cleanliness (b) sweeping (c) naming (d) water

13. A century ago it was common practice in many cities to bring water by the **bucketful** for household use.
    (a) plentiful (b) in buckets (c) sackful (d) mouthful

14. It was therefore used very **sparingly** for bathing and cleaning purposes.
    (a) profusely (b) rarely (c) wastefully (d) economically

15. **Carried** through a pipe line, or aqueduct, a thousand million litres of water are delivered to the district daily.
    (a) get (b) pushed (c) given (d) taken

16. This is a **remarkable** advance from the bucket system of supplying homes with water.
    (a) significant (b) backward (c) little (d) speakable

17. Most of their foods had to be **produced** on their own farms or in their own gardens.
    (a) eaten (b) picked (c) planted (d) yielded

18. People living in cold **climates** had none during the winter months.

(a) cities (b) town (c) weather (d) areas

19. **Thrifty** housewives preserved their homegrown vegetables and fruits by canning, picking, or drying them for use.

(a) careless (b) careful (c) working (d) lazy

20. Meats were **preserved** by salting and drying or by freezing when the weather was cold enough.

(a) saved (b) eaten (c) cooked (d) tasted

21. Sea foods were generally available only along the **coast**.

(a) bank (b) edge (c) bridge (d) shore

22. **Regardless** of where people live today, they can obtain some fresh fruits, meats and vegetables throughout the year,

(a) unknowing (b) irrespective (c) knowing (d) despite

23. Various kinds of food can be preserved so that they are both **nutritious** and enjoyable.

(a) nourishing (b) tasty (c) costly (d) cheap

24. Science has changed even the way we spend our **leisure** time.

(a) busy (b) day (c) evening (d) free

25. Superstitious people believe in signs of good or bad luck, and their lives are greatly **influenced** by such signs.

(a) made (b) affected (c) described (d) modified

26. Superstitious beliefs are being **overcome** by using the scientific method.

(a) turned out (b) abolished (c) overpowered (d) understood

27. As a result, most people **no longer** fear black cats, broken mirrors, and the number 13.

(a) no more (b) no larger (c) no less (d) no fewer

28. Ideas must now be **supported** by facts order to be acceptable to the scientist.

(a) helped (b) planned (c) interpreted (d) given

29. The discoveries of scientists have helped people develop an attitude of **open-mindedness**.

(a) free society (b) free will (c) freedom (d) modernity

30. They are less likely to accept **conclusions** as final.

(a) total (b) cost (c) results (d) dealing

Answers

1.	(c)	2.	(b)	3.	(c)	4.	(d)	5.	(c)
6.	(a)	7.	(d)	8.	(a)	9.	(c)	10.	(d)
11.	(b)	12.	(a)	13.	(b)	14.	(d)	15.	(d)
16.	(a)	17.	(d)	18.	(c)	19.	(b)	20.	(a)
21.	(d)	22.	(b)	23.	(a)	24.	(d)	25.	(b)
26.	(c)	27.	(a)	28.	(a)	29.	(d)	30.	(c)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Mysterious	Inexplicable	Demonstrated	Explained	Coast	Shore
Ancestors	Forefathers	Sanitation	Cleanliness	Regardless	Irrespective
Unusually	Exceptionally	Bucketful	In buckets	Nutritious	Nourishing
Undoubtedly	Surely	Sparingly	Economically	Leisure	Free
Battle	Struggle	Carried	Taken	Influenced	Affected
Community	Society	Remarkable	Significant	Overcome	Overpower
Likelihood	Possibility	Produced	Yielded	No longer	No more
Refuse	Waste	Climates	Weather	Supported	Helped
Paved	Even	Thrifty	Careful	Open mindedness	Modernity
Disposal	Distribution	Preserved	Saved	Conclusion	Results

Why Boys Fail in College

Short Questions Answers

Q.1 Who is the writer of the essay "Why Boys Fail in College"?

Ans. Herbert E. Hawkes is the writer of the essay "Why Boys Fail in College".

Q.2 When do some of the boys not reach their natural academic boundary?

Ans. They do not reach their natural academic boundary during the course of their college career.

Q.3 What are the classes of the boys who fail to get through during the course of their college career?

Ans. There are two main classes: those who try, and those who do not try.

Q.4 What happens to many boys who attempt seriously to make good and have the native ability to do so?

Ans. They find it almost impossible to sit at a desk and concentrate on the tasks assigned.

Q.5 What happens to the boy who lacks concentration even though he sits to study?

Ans. He sits down to study, opens his book but before starting on his work he says to himself that he had better sharpen his pencil.

Q.6 What does the boy observe after sharpening one pencil?

Ans. He observes that all his pencils need sharpening.

Q.7 What happens in the end with the boy who sits down to study but lacks concentration?

Ans. His time is gone and nothing has been done.

Q.8 What name does the writer give to the habits which do not let the boy concentrate on the task assigned?

Ans. He names them nervous habits which are not easy to uproot.

Q.9 Who can uproot the nervous habits in the opinion of the writer?

Ans. The writer says that no one but the boy can uproot these nervous habits.

Q.10 What suggestion does the writer give to the boys with nervous habits to root them out?

Ans. He says that the boy must take himself by the collar and develop a sense of calmness and assurance in him.

Q.11 What is a common cause of failure?

Ans. A common cause of failure is a mistaken ambition for the boy on the part of his parents.

Q.12 How often does the writer find a boy who does not show interest in the studies?

Ans. The writer says more often than he should wish, he finds a boy who does not show any interest in his work.

Q.13 Why is a boy, according to the writer, not showing any interest in his studies?

Ans. He is following a direction mapped out by his parents that is against his interests and abilities.

Q.14 Why has the author of "Why Boys Fail in College" made a number of warm enemies?

Ans. He has made a number of very warm enemies among the parents of college students by telling them that Good Lord never wanted their son to be a physician or a dentist, or an engineer.

Q.15 What does the offended parent usually tell the writer of Why Boys Fail in College?

Ans. After a term of years he tells him that his son was right and he is thankful to the writer for taking the part of boy in the argument.

Q.16 How can the college prevent failure of boys before it is complete?

Ans. If the college is alive to its work of advice such cases are caught before the failure is complete.

Q.17 Why does bright boy fail in college?

Ans. He has never learned what real hard work is and he supposes that he can float through college with as little effort as he did through school.

Q.18 Who is the most pitiable object among all failing students?

Ans. The bright boy who has always depended on his ability to get things quickly.

Q.19 What is the tragedy to see in the writer's opinion regarding the bright boys?

Ans. It is a tragedy to see the bright boys wasting the entire opportunity of the college because of a too receptive mind.

Q.20 What is required by a bright boy to overcome his problem?

Ans. It requires an entire change of attitude and the forming of a completely new set of habits.

Q.21 How can the failure be avoided of boys with health problem?

Ans. If a suitable health service is available in the college and if proper cooperation exists between the teaching staff and the office of the college doctor, a large number of failure can be avoided.

Q.22 What was the custom of the writer in case of a poor academic work without reason?

Ans. It was his custom to ask the student to undergo a thorough physical examination.

Q.23 What are the reasons that university physician finds during the physical examination?

Ans. He finds an adequate reason for the difficulty like T.B, bad tonsils, sleeping sickness, poor digestion etc.

Q.24 What did the father of the boy with bad tonsils reply?

Ans. He said that God put those tonsils on his son's throat for some good purpose, and that he would not stand for their removal.

Q.25 What does Herbert E. Hawkes suggest regarding bad health?

Ans. He suggests that it is necessary to keep constantly in mind the simple fact that there is no substitute for health. One cannot do good without it.

Q.26 What is the problem with most ambitious boys?

Ans. The financial pressure is a very serious problem with most ambitious boys.

Q.27 What position do a few parents take regarding the finances of their son?

Ans. A few parents take the position that the boy should earn his way through college for the good of his soul.

Q.28 What type of education does the boy get with financial pressure?

Ans. He not only gets a poor living but also a very poor education as well.

Q.29 What is the responsibility of the parents regarding the well being of their son?

Ans. They have the responsibility for giving him the best equipment possible to meet the world's problems.

Q.30 What happens to the boys who are cast entirely on their own resources for their college expenses?

Ans. It is always to the loss of their health, or the value of their education, or both.

Q.31 What is the cause of failure with a goodly number of undergraduates?

Ans. Their heads are turned and their judgment is perverted by the attractiveness of athletic sports and literary (so called) activity.

Q.32 How can the boys with sports and literary activity be saved?

Ans. If reasoned with by a friend who knows youth and understands the importance of the college opportunity, they will not allow themselves to be swept off their feet by athletics.

Q.33 Which reason of the failure is not very serious in Herbert E Hawkes' opinion?

Ans. Sports and literary activities are not as serious a reason for failure.

Q.34 What happens with lazy bluffers?

Ans. They drift into college and usually drift out again as they have not found any serious interest in life, and some of them never will.

Q.35 What type of attitude should be adopted against the lazy bluffers?

Ans. It is usually wise to let them retire to the cold world for reason and find out by experience how much demand there is for a lazy bluffer.

Q.36 What type of work do the lazy bluffers sometimes do when they learn the lesson?

Ans. When they learn their lesson they return to do first rate work.

Q.37 What type of ability should a college dean have to face the problem?

Ans. He should have the same diagnostic ability as the physician's to face the problem.

Q.38 How can a college dean do his part of the job?

Ans. If he can save boys from failure through foolishness, sickness and sin, he is doing his part of the job.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Many boys attempt seriously to **make good**.

   (a) succeed (b) earn (c) fail (d) leave

2. They really have the **native** ability to do so.

   (a) local (b) mental (c) innate (d) physical

3. They find it almost impossible to sit at a desk and concentrate on the task **assigned**.

   (a) given (b) registered (c) grasped (d) concentrated

4. Such nervous habits are not easy to **uproot**.
   (a) abolish (b) destroy (c) leave (d) eradicate
5. So far as I can see cannot be **eradicated** by anyone but the boy himself.
   (a) finished (b) eliminated (c) leave (d) banish
6. The boy must **take himself by the collar**.
   (a) strictly (b) by look (c) deal firmly (d) by collar
7. The boy should make himself **cultivate** a poise and calm that smothers the fidgets.
   (a) produce (b) hesitated (c) penetrate (d) harvest
8. The boy should make himself cultivate a **poise** and calm that smothers the fidgets.
   (a) pose (b) passion (c) assurance (d) pressure
9. The boy should make himself cultivate a poise and calm that **smothers** the fidgets.
   (a) promote (b) demote (c) enhance (d) muffle
10. The boy should make himself cultivate a poise and calm that smothers the **fidgets**.
   (a) gadgets (b) anxiety (c) brackets (d) habits
11. A common cause of failure is a **mistaken** ambition for the boy on the part of his parents.
   (a) wrong (b) proven (c) taken (d) cherished
12. He is following a direction, **mapped out** by his parents, that runs counter to all of his interests and abilities.
   (a) decided (b) visional (c) advised (d) planned
13. He is following a direction, mapped out by his parents, that **runs counter** to all his interests and abilities.
   (a) moves (b) goes (c) opposite (d) straighten
14. I have made a number of very **warm** enemies among the parents of college students.
   (a) brave (b) active (c) cruel (d) hot
15. The good Lord never **intended** their son to be a physician.
   (a) wanted (b) denied (c) invited (d) hindered
16. As well **argued** with a person that he ought to like onions when he detests them.
   (a) fought (b) disturbed (c) struggled (d) discussed

17. As a general thing, the boy **wins out** in such controversies.
    (a) succeeds (b) fails (c) finds out (d) single out
18. As a general thing, the boy wins out in such **controversies**.
    (a) adversaries (b) necessities (c) beauties (d) conflicts
19. The parent whom I have **offended** usually comes around after a term of years and tells me that his son was right.
    (a) annoyed (b) extended (c) suggested (d) relied
20. If the college is **alive** to its work of advice, such cases are caught before the failure is complete.
    (a) live (b) good (c) active (d) unaware
21. He has never learned what real **application** is.
    (a) request (b) hardwork (c) supplication (d) study
22. He supposes that he can **float through** college with as little effort as he did through school.
    (a) swim through (b) pass through (c) comb through (d) push through
23. It is almost a tragedy to see all of this **keenness** going to waste.
    (a) kindness (b) likeliness (c) neatness (d) eagerness
24. The entire opportunity which the college has to offer is passed up because of a too **receptive** mind.
    (a) impressive (b) aggressive (c) responsive (d) impassive
25. If an **adequate** health service is available in the college an immense number of failures can be avoided.
    (a) proper (b) advanced (c) cheap (d) quick
26. The reason for **inability** to do satisfactory college work can be clearly understood.
    (a) weakness (b) disease (c) cause (d) capacity
27. It is my custom always to ask the student **to undergo** a thorough medical examination.
    (a) suffer (b) experience (c) repel (d) resists
28. It is my custom always to ask the student to undergo a **thorough** medical examination.
    (a) complete (b) partly (c) incomplete (d) expensive
29. Various forms of mental and nervous difficulty have been **brought to light** by the doctor.
    (a) prescribed (b) brought out (c) brought down (d) diagnosed

30. He would not **consent** to the operation.

(a) disagree (b) afford (c) agree (d) like

31. He **asserted** that God put those tonsils in his son's throat for some good purpose.

(a) refused (b) emphasized (c) denied (d) suggested

32. He would not **stand** for their removal.

(a) like (b) sit (c) favour (d) erect

33. The boy was absorbing too much poison to **permit** proper application to his college work.

(a) allow (b) pass (c) save (d) push

34. It is not of much value unless he possesses the physical **vigour** to bring it to bear on the world's problems.

(a) weakness (b) power (c) body (d) muscle

35. Nowadays, when most **ambitious** boys want to go to college, the financial pressure is a very serious one.

(a) hardworking (b) intelligent (c) clever (d) aspiring

36. The boy should earn his way through college for the good of his **soul**.

(a) family (b) self (c) sister (d) wife

37. As a matter of fact, no boy ought to be **compelled** to earn his entire way through college.

(a) confused (b) asked (c) forced (d) refused

38. As a matter of fact, no boy ought to be compelled to earn his **entire** way through college.

(a) two (b) broad (c) narrow (d) complete

39. Not only does he get a **mighty** poor living by the process, but a mighty poor education as well.

(a) very (b) powerful (c) strong (d) giant

40. Any parent **owes** this much to his son.

(a) asks (b) gives (c) sends (d) requires

41. **Consequently** they have the responsibility for giving him the best equipment possible to meet the world's problems.

(a) however (b) therefore (c) subsequently (d) finally

42. Nevertheless, many boys are **cast** entirely on their own resources for their college expenses.
    (a) cost (b) thrown (c) asked (d) taken
43. It is always to the **detriment** of their health.
    (a) gain (b) improvement (c) good (d) loss
44. To see boys undergoing transfusion of blood to get money for their food and books, is a **heartrending** spectacle.
    (a) good (b) beautiful (c) painful (d) ugly
45. To see boys undergoing transfusion of blood to get money for their food and books, is a heartrending **spectacle**.
    (a) scene (b) glasses (c) goggles (d) pain
46. And **inevitably** it is an important reason for apparent failure.
    (a) nearly (b) always (c) never (d) unavoidably
47. Most colleges do all they can with scholarship funds to **alleviate** this situation.
    (a) lessen (b) improve (c) strengthen (d) stop
48. Whose judgment is **perverted** by the attractiveness of athletic sports and literary activity.
    (a) correct (b) corrupted (c) just (d) important
49. All of these **features** of college life have their place.
    (a) activities (b) responsibilities (c) aspects (d) things
50. If a boy is too much interested in these **side shows** he ought to get out of the main tent.
    (a) films (b) plays (c) dramas (d) games
51. They will not allow themselves to be **swept off** their feet by athletics.
    (a) carried away (b) cleaned (c) dusted (d) washed
52. A few lazy **bluffers** drift into college and usually drift out again.
    (a) players (b) students (c) cheaters (d) batsman
53. A few lazy bluffers **drift** into college and usually drift out again.
    (a) swim (b) wander (c) speed (d) dash
54. It is usually wise to let them **retire** to the cold world for a reason.
    (a) leave (b) reach (c) return (d) reply

Answers

1.	(a)	**2.**	(c)	**3.**	(a)	**4.**	(d)	**5.**	(b)
6.	(c)	**7.**	(a)	**8.**	(c)	**9.**	(d)	**10.**	(b)
11.	(a)	**12.**	(d)	**13.**	(c)	**14.**	(b)	**15.**	(a)
16.	(d)	**17.**	(a)	**18.**	(d)	**19.**	(a)	**20.**	(c)
21.	(b)	**22.**	(b)	**23.**	(d)	**24.**	(c)	**25.**	(a)
26.	(a)	**27.**	(b)	**28.**	(a)	**29.**	(d)	**30.**	(c)
31.	(b)	**32.**	(c)	**33.**	(a)	**34.**	(b)	**35.**	(d)
36.	(b)	**37.**	(c)	**38.**	(d)	**39.**	(a)	**40.**	(d)
41.	(c)	**42.**	(b)	**43.**	(d)	**44.**	(c)	**45.**	(a)
46.	(d)	**47.**	(a)	**48.**	(b)	**49.**	(c)	**50.**	(d)
51.	(a)	**52.**	(c)	**53.**	(b)	**54.**	(a)		

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Make good	Succeed	Application	Exercise	Owes	Requires
Native	Innate	Float through	Pass through	Consequently	Subsequently
Assigned	Given	Keenness	Eagerness	Cast	Throw
Uproot	Eradicate	Receptive	Responsive	Detriment	Loss
Eradicated	Eliminated	Adequate	Proper	Heartrending	Painful
Cultivate	Produce	Inability	Weakness	Spectacle	Scene
Poise	Assurance	Undergo	To have	Inevitably	Unavoidably
Smothers	Muffle	Thorough	Complete	Alleviate	Lessen
Fidgets	Anxiety	Consent	Agree	Perverted	Corrupted
Mistaken	Wrong	Asserted	Emphasized	Features	Aspects
Mapped out	Planned	Stand	Favour	Side shows	Games
Warm	Active	Permit	Allow	Swept off	Carried away
Intended	Wanted	Vigour	Power	Bluffers	Cheaters
Argued	Discussed	Ambitious	Aspiring	Drift	Wander
Wins out	Succeed	Soul	Self	Retire	Leave
Controversies	Conflicts	Compelled	Forced	Diagnostic	Judging
Offended	Annoyed	Entire	Complete		
Alive	Active	Mighty	Very		

End of Term

Short Questions Answers

Q.1 Who is the writer of the essay "End of Term"?

Ans. David Daiches is the writer of the essay "End of Term".

Q.2 With which title did the schoolteacher write a book?

Ans. He wrote the book with the title "Friday Thank God".

Q.3 What does the phrase "Friday Thank God" express for the writer?

Ans. The phrase expresses perfectly his attitude to the arrival of the weekend during the term when he was a schoolboy.

Q.4 How did the writer feel about the daily grind of school?

Ans. The daily grind of school with abundant homework, its fierce competition and lack of relaxation pressed heavily upon him.

Q.5 What type of student at school was the writer in his opinion?

Ans. He was the type of the student who enjoyed the actual classroom work.

Q.6 How did the writer feel on every Monday morning?

Ans. Waking up in the morning, getting out of bed without any possibility for an extra doze and seeing the school hours ahead was a sad experience on every Monday.

Q.7 What would the maid of David Daiches announce every morning?

Ans. She would announce getting up time for school in deep, funereal tones.

Q.8 What were the names of the brother and sister of David Daiches?

Ans. Their names were "Lionel and Sylvia".

Q.9 What did David Daiches wait for every morning?

Ans. He used to lie waiting for threatening steps of his maid on the uncarpeted attic stairs.

Q.10 What did David Daiches feel at the voice of her maid?

Ans. The voice sounded in his ears like a summons to damnation.

Q.11 How did David Daiches feel in the class?

Ans. He never felt unhappy in class.

Q.12 What remained a characteristic sensation of the writer's childhood?

Ans. The heavy weight of the knowledge of a full day's school ahead remained a characteristic sensation of his childhood.

Q.13 When did the special childhood sensations of David Daiches disappear?

Ans. When he had left school and entered the university, his childhood sensations disappeared because there were smaller number of classes to be attended and the students were free to come and go.

Q.14 How would David Daiches feel on every Thursday morning?

Ans. He would wake up on a Thursday morning to feel the end of the week already lying ahead.

Q.15 How was the Friday morning for David Daiches?

Ans. Friday morning was positively rose-coloured for him.

Q.16 What would David Daiches feel about the last period on every Friday?

Ans. The last 'period' on a Friday, whatever the subject, had its special happy flavour of the end of the week.

Q.17 How would the writer go home on Friday afternoon?

Ans. He walked home from school on Friday afternoon (however much homework had been assigned for the Monday) with the tread of an escaped prisoner.

Q.18 Which night of the week was the best night and why?

Ans. Friday night was the best night of the week because there were still two days to go to school again.

Q.19 How did David Daiches feel on Saturday night?

Ans. Saturday night, with still a whole day between it and Monday, was pleasant in a quite different way.

Q.20 How did David Daiches feel on Sunday night?

Ans. Sunday night was full of the threat of Monday morning.

Q.21 What type of unexpected respites did David Daiches have during the school days?

Ans. They were like a half-holiday or the sudden dismissal of school an hour or two before the usual time because of some unexpected crisis or celebration.

Q.22 How did David Daiches feel on the annual-mid term holiday?

Ans. He felt it was a luxuriously long weekend (but it seemed to go just as fast as ordinary week-ends).

Q.23 On which occasion in summer did David Daiches have a skating holiday?

Ans. Occasionally in winter if there had been a continuous hard frost for some days he would get a whole day's skating holiday.

Q.24 Which holydays were not comparable to the blessed breaks?

Ans. Breaks in routine, were not comparable to the holidays he got at Christmas and at Easter.

Q.25 How many holidays did David Daiches have on Christmas and Ester in his school days?

Ans. Three weeks each in his earlier school days, later tragically they were reduced to a fortnight and then to mere ten days.

Q.26 What were "The holidays" for David Daiches?

Ans. "The holidays" were the summer holidays, the two months vacation they got in the summer time, and it was these months towards which the whole year moved.

Q.27 How would David Daiches look forward to "The holidays"?

Ans. Two months seemed a long, long time in those days. He could look forward to a period of permanent happiness.

Q.28 How would David Daiches walk home at the beginning of the summer vacation?

Ans. He would walk home across the Meadows in the July sunshine, wearing his summer school clothes and feeling his happiness with conscious relish.

Q.29 What would David Daiches feel at the start of the holidays?

Ans. He could hardly believe that three strenuous terms had passed and eagerly awaited mythical summer holidays were at hand intact yet.

Q.30 What had David Daiches longed all his childhood?

Ans. All his early childhood he longed desperately for a tricycle, which his parents could never afford, and later the wish was transferred to a bicycle.

Q.31 When and how did David Daiches buy his first bicycle?

Ans. He bought his first bicycle for himself when he was twenty-one with prize money he had won at Edinburgh University.

Q.32 Why did David Daiches long for a penny or two?

Ans. He longed for a penny or two to materialize his wish of buying an ice cream.

Q.33 What would David Daiches expect from the ice cream man?

Ans. He expected that the ice-cream man would be miraculously inspired to offer him a 'comet' or a 'slider' free.

Q.34 What did David Daiches do with his pocket money?

Ans. The few pence a week pocket-money he received was to put into a money box and saved.

Q.35 Where and how did David Daiches find himself at the start of every summer vacation?

Ans. He found himself at last standing by the trunks and suitcases outside No.6, Millerfield Place, waiting for the taxi that was to convey the family and its luggage to the railway station.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Seeing the hours of school stretching ahead, was a **dismal** experience.
   (a) trivial (b) sad (c) tremendous (d) brilliant
2. We had a maid once who would climb each morning with **grim** steps up to the attic floor.
   (a) horrible (b) hard (c) noisy (d) measured
3. She would announce in deep, **funereal** tones.
   (a) musical (b) real (c) cheerful (d) gloomy
4. I used to lie waiting for that **ominous** tread on the uncarpeted attic stairs.
   (a) trading (b) obvious (c) warning (d) mocking
5. I used to lie waiting for that ominous **tread** on the uncarpetted attic stairs.
   (a) talk (b) walk (c) conversation (d) sweeping
6. The voice it **heralded** sounded in my ears like a summons to damnation.
   (a) announced (b) told (c) penetrated (d) healthily
7. The voice it heralded sounded in my ears like a **summons** to damnation.
   (a) hammer (b) bell (c) picture (d) call
8. The voice it heralded sounded in my ears like a summons to **damnation**.
   (a) school (b) hostel (c) hell (d) heaven
9. The **anticipation** was always worse than the reality.
   (a) foreknowledge (b) call (c) imagination (d) dream

10. The **oppressive** weight of the knowledge of a full day's school ahead remained a characteristic sensation of my childhood.
    (a) depressive (b) painful (c) light (d) luxuries
11. To wake up on a Thursday morning to feel the end of the week already **lying** ahead.
    (a) waiting (b) standing (c) coming (d) nearing
12. The last 'period' on a Friday whatever the subject, had its special happy **flavour** of the end of the week.
    (a) taste (b) moment (c) hour (d) event
13. One walked home from school on a Friday afternoon with the tread of an **escaped** prisoner.
    (a) locked (b) free (c) happy (d) ideal
14. Friday night, with two **solid** days before school again, was the best night of the week.
    (a) ideal (b) free (c) iron (d) complete
15. Sometimes there were unexpected **respites**.
    (a) pauses (b) gaps (c) rests (d) holidays
16. A half holiday to let us attend a football match which some **unforeseen** circumstances had caused to be cancelled the preceding Saturday.
    (a) expected (b) unexpected (c) seen (d) visual
17. A half holiday to let us attend a football match which some unforeseen **circumstances** has caused to be cancelled the preceding Saturday.
    (a) movements (b) processions (c) riots (d) conditions
18. A half holiday to let us attend a football match which some unforeseen circumstances has caused to be cancelled the **preceding** Saturday.
    (a) preliminary (b) progressive (c) previous (d) latest
19. The sudden **dismissal** of school an hour or two before the usual time because of some unexpected crisis or celebration.
    (a) termination (b) disturbance (c) holiday (d) programme
20. The sudden dismissal of school an hour or two before the usual time because of some unexpected **crisis** or celebration.
    (a) programme (b) proceedings (c) difficulty (d) quiz

21. It made a **luxuriously** long week-end.
    (a) extravagant (b) prolonged (c) delayed (d) comfortably
22. In winter if there had been a continuous **hard** frost for some days we would get a whole day's 'skating holiday'.
    (a) severe (b) solid (c) foggy (d) chilly
23. These were **blessed** breaks in routine.
    (a) curious (b) peaceful (c) helpful (d) mournful
24. Later tragically reduced to a **fortnight**.
    (a) ten days (b) three weeks (c) two weeks (d) six days
25. I could look forward to a period of permanent **felicity**.
    (a) happiness (b) freedom (c) isolation (d) facility
26. I would **savour** my happiness with conscious relish.
    (a) save (b) saviour (c) enjoy (d) double
27. I would savour my happiness with **conscious** relish.
    (a) tremendous (b) calculated (c) curious (d) suspicious
28. I would savour my happiness with conscious **relish**.
    (a) taste (b) awareness (c) knowledge (d) reality
29. I could hardly believe that three **strenuous** school terms had indeed rolled away.
    (a) strengthen (b) lengthy (c) awaited (d) difficult
30. The **longed** for, dreamed of almost mythical summer holidays were at hand.
    (a) cheered (b) called (c) long (d) desired
31. The longed for, dreamed of almost **mythical** summer holiday at hand.
    (a) mysterious (b) unreal (c) cherished (d) desired
32. **Unspoilt** as yet, lying intact and promising just ahead.
    (a) unused (b) uncanny (c) unuttered (d) unintentional
33. Unspoilt as yet, lying **intact** and promising just ahead.
    (a) damaged (b) free (c) complete (d) isolated
34. Unspoilt as yet, lying intact and **promising** just ahead.
    (a) liberal (b) laborious (c) visionary (d) attractive
35. All my early childhood I longed **desperately** for a tricycle.
    (a) dangerously (b) aesthetically (c) violently (d) cleverly

36. Whether the ice-cream man would be **miraculously** inspired to offer me a 'cornet' or a 'silder' free.

    (a) ironically **(b)** astonishingly **(c)** stupidly **(d)** stupendously

37. Whether the ice-cream man would be miraculously **inspired** to offer me a 'cornet' or a 'silder' free.

    (a) motivated **(b)** dedicated **(c)** expired **(d)** retired

Answers

1.	(b)	2.	(a)	3.	(d)	4.	(c)	5.	(b)
6.	(a)	7.	(d)	8.	(c)	9.	(a)	10.	(b)
11.	(c)	12.	(a)	13.	(b)	14.	(d)	15.	(c)
16.	(b)	17.	(d)	18.	(c)	19.	(a)	20.	(c)
21.	(d)	22.	(a)	23.	(b)	24.	(c)	25.	(a)
26.	(c)	27.	(b)	28.	(a)	29.	(d)	30.	(d)
31.	(b)	32.	(a)	33.	(c)	34.	(d)	35.	(c)
36.	(b)	37.	(a)						

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Dismal	Sad	Solid	Complete	Savour	Enjoy
Grim	Horrible	Respites	Rests	Conscious	Calculated
Funeral	Gloomy	Unforeseen	Unexpected	Relish	Taste
Ominous	Warning	Circumstances	Conditions	Strenuous	Difficult
Tread	Walk	Preceding	Previous	Longed	Desired
Heralded	Announced	Dismissal	Termination	Mythical	Unreal
Summons	Call	Crisis	Difficulty	Unspoilt	Unused
Damnation	Hell	Luxuriously	Comfortably	Intact	Complete
Oppressive	Painful	Hard	Severe	Promising	Attractive
Lying	Coming	Blessed	Peaceful	Desperately	Violently
Flavour	Taste	Fortnight	Two weeks	Miraculously	Astonishingly
Escaped	Free	Felicity	Happiness	Inspired	Motivated

On Destroying Books

Short Questions Answers

Q.1 Who is the writer of "On Destroying Books"?

Ans. J. C. Squire is the writer of "On Destroying Books".

Q.2 How many volumes were presented to the troops by the public?

Ans. Over two million volumes were presented to the troops by the public.

Q.3 What is J. C. Squire interested to?

Ans. He says it would be interested to inspect the books.

Q.4 What was publically stated the other day?

Ans. It was publically stated that some people were sending the oddest things, such as twenty years old magazines, guides to the Lake District and back number of Whitaker's Almanac.

Q.5 Why did people send such indigestibles in the writer's opinion?

Ans. In some cases, such indigestibles get into the parcels by accident. But it is likely that some people get rid of unwanted books intentionally.

Q.6 What do non-bookish people do?

Ans. They are unwilling to throw away anything that looks like a book.

Q.7 What happens in the most illiterate houses?

Ans. In the most illiterate houses every worthless volume that is bought finds its place to the shelf and stays there.

Q.8 What is J. C. Squire's opinion about the printed material?

Ans. In his opinion, one should not keep rubbish merely because it is printed: it is positively a public duty to destroy it.

Q.9 How does the destruction of books help people?

Ans. Destruction not merely makes more room for new books but saves one's heirs the trouble of sorting out the rubbish or storing it.

Q.10 Why is destroying books always not easy?

Ans. It is not always easy to destroy books. They may not have as many lives as cat but they certainly die hard.

Q.11 Why is it sometimes difficult to destroy books?

Ans. It is sometimes difficult to find a scaffold for them.

Q.12 What did the difficulty of destroying books do to the writer?

Ans. It brought the writer almost with in shadow of the Rope.

Q.13 Where did the writer of 'On Destroying Book' live?

Ans. He lived in a small and heaven-kissing flat in Chelsea.

Q.14 What happened with the writer when he was living in a flat in Chelsea?

Ans. Books of inferior minor verse gradually piled up there in the flat.

Q.15 What was the writer left with when books of inferior minor verse gathered at his flat?

Ans. Either the writer would evict the books or else leave them undisturbed and take room elsewhere for himself.

Q.16 Why could the writer not toast the books or consume them leaf by leaf?

Ans. He had no kitchen range to toast the books or consume them leaf by leaf.

Q.17 Why was it hopeless to try to burn a book without opening it?

Ans. It was hopeless to try to burn a book without opening it as to try to burn a piece of granite.

Q.18 What was the writer determined to do to the books?

Ans. He was determined to do to them what so many people do to the kittens; tie them up and throw them to the river.

Q.19 What was the situation in the street when the writer stepped into it?

Ans. It was midnight; there was a cold nip in the air, the sky was full of stars, few people were about.

Q.20 Where were the solitary travellers going?

Ans. They were on their way home across the bridge to Battersea.

Q.21 Which direction did the writer stride off?

Ans. The writer strode off towards the little square light of the coffee stall which marked the near end of the bridge.

Q.22 Whom did the writer pass a few doors down?

Ans. A few doors down he passed a policeman.

Q.23 What was the policeman doing whom the writer passed?

Ans. The policeman was flashing his lantern on the catches of basement window.

Q.24 What did the writer think about the policeman?

Ans. He thought that the policeman looked suspicious.

Q.25 What thought did occur to the writer when the policeman looked at him?

Ans. The writer thought that the policeman suspected that h- ˙..a stolen goods in the sack.

Q.26 Why was the writer not seriou˙˙ ..ed when the policeman looked suspicious?

Ans. He knew that he could bear investigation and nobody would suspect him of having stolen such goods.

Q.27 What could the writer not help when the policeman looked suspicious?

Ans. He could not help the slight unease which comes to all who are eyed suspiciously by the police.

Q.28 What happened afterwards when the policeman did not take notice of him?

Ans. He prevented himself from walking faster.

Q.29 What happened when the writer reached the Embankment?

Ans. There all the implications of his act revealed themselves.

Q.30 What made the writer spring back from the wall of the bridge?

Ans. He heard a step near him which made him spring back.

Q.31 Which thought came like a blaze of terrible lightening across the writer's brain?

Ans. He thought about the splash.

Q.32 What did the writer think that the other people would take the thrown sack for?

Ans. They would think it was a baby.

Q.33 Whom did the writer think would be difficult to tell that he had thrown a pack of poetry?

Ans. He thought that it would be difficult to tell a London Constable that he had thrown a pack of poetry.

Q.34 What did the writer imagine of hearing of a London Constable?

Ans. He could almost imagine hearing London Constable's sneering laugh.

Q.35 What does the statement "You tell that to the Marines, my son!" means?

Ans. The statement expresses disbelief and ridicule.

Q.36 How did the writer spend his time at the bridge after he had failed to throw the books into the river?

Ans. He walked up and down increasingly fearful of being watched, gathering up his courage and failing at the last moment.

Q.37 How did the writer throw the books at last?

Ans. In the middle of the bridge there were circular bays with seats in them. In the agony of decision the writer went towards the first of them, knelt and threw the sack down.

Q.38 What did the writer think of himself when he reached the turning point?

Ans. He thought that he was really a coward though brave for his friends. If he failed he would never take his head up again before them.

Q.39 How did the writer finally throw his books into the river?

Ans. He heaved and dropped the sack.

Q.40 What did the writer feel while walking home after throwing the books?

Ans. As he walked home he thought a little sad of all the books.

Q.41 In which condition were the books supposed to be in the bottom of the river?

Ans. They were to be there forlorn and forgotten.

Q.42 What did the writer remark about the fate of the books?

Ans. He remarked that their fate was perhaps worse than they deserved.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. It says in the paper that over two million **volumes** have been presented to the troops by the public.

   (a) digests (b) mono (c) books (d) stereo

2. It would be interesting to **inspect** them.

   (a) examine (b) read (c) study (d) watch

3. It was publicly stated the other day that some people were sending the **oddest** things.

   (a) beautiful (b) strange (c) hardest (d) rough

4. In some cases, one imagines, such **indigestibles** get into the parcels by accident.

   (a) incomprehensible (b) uneatable (c) undone (d) untreatable

5. Most people, especially non-bookish people, are very **reluctant** to throw away anything that looks like a book.

   (a) interested (b) obstinate (c) hesitant (d) obstructive

6. One knows every **worthless** volume that is bought finds its way to a shelf and stays there.
   (a) valueless (b) worthy (c) costly (d) priceless
7. In reality it is not merely absurd to keep rubbish **merely** because it is printed.
   (a) severely (b) simply (c) meanly (d) mainly
8. It saves one's heirs the trouble of **sorting out** the rubbish or storing it.
   (a) arranging (b) numbering (c) editing (d) piling
9. They may not have as many lives as a cat, but they certainly die **hard**.
   (a) with ease (b) nicely (c) severely (d) with difficulty
10. It is sometimes difficult to find a **scaffold** for them.
   (a) rope (b) gallows (c) place (d) store
11. Books of inferior minor verse gradually **accumulated** there.
   (a) piled up (b) placed (c) wasted (d) thrown
12. There were **scores** of them.
   (a) hundreds (b) thousands (c) numerous (d) tens
13. I could not toast them on the gas-cooker or **consume** them leaf by leaf in my small study fire.
   (a) collect (b) destroy (c) tear (d) scratch
14. Tie them up and **consign** them to the river.
   (a) assign (b) bind (c) push (d) send
15. I **improvised** a sack, stuffed the books into it, put it over my shoulder.
   (a) tied (b) prepared (c) caught (d) contrived
16. There was a **cold nip** in the air.
   (a) cold feeling (b) freezing (c) chill (d) biting
17. The greenish-yellow lamps threw long **gleams** across the smooth, hard road.
   (a) shadows (b) beams (c) lights (d) screens
18. Here and there **rang out** the steps of solitary travelers.
   (a) bell (b) toned (c) sounded (d) aroused
19. I **strode off** towards the little square glow of the coffee-stall which marked the near end of the bridge.
   (a) sped off (b) sprang off (c) ran (d) walked off

20. Whose **sweeping** iron girders were just visible against the dark sky behind.
(a) spreading (b) hovering (c) sheltering (d) huge

21. I passed a policeman who was flashing his lantern on the **catches** of basement windows.
(a) hooks (b) crooks (c) bolts (d) springs

22. I fancied he looked **suspicious**.
(a) superstitious (b) doubtful (c) eager (d) worried

23. I trembled **slightly**.
(a) a little (b) heavily (c) violently (d) terribly

24. The thought **occurred** to me.
(a) shattered (b) embarrassed (c) confused (d) happened

25. Perhaps he suspects I have **swag** in this sack.
(a) currency (b) ornaments (c) jewellary (d) stolen goods

26. I knew that I could **bear** investigation.
(a) stand (b) face (c) think (d) have

27. Nevertheless I could not help the slight unease which comes to all who are **eyed** suspiciously by the police
(a) seemed (b) beaten (c) stared (d) doubted

28. To all who are detected in any **deliberately** furtive act.
(a) intentionally (b) doubtfully (c) meticulously (d) skillfully

29. To all who are detected in any deliberately **furtive** act.
(a) delicate (b) secret (c) nice (d) Shrude

30. He **acquitted** me, apparently.
(a) released (b) quitted (c) warned (d) understood

31. I prevented from growing more **rapid**, I walked on until I reached the Embankment.
(a) stupid (b) frightened (c) hasty (d) fast

32. It was then that all the **implications** of my act revealed themselves.
(a) mysteries (b) effects (c) beauties (d) criterion

33. I **leaned** against the parapet and looked down into the faintly luminous swirls of the river.
(a) bent (b) stood (c) supported (d) hit

34. I leaned against the parapet and looked down into the faintly **luminous** swirls of the river.
    (a) deep (b) shadowy (c) dim (d) brilliant
35. I **fervently** hoped, an air of rumination and unconcern.
    (a) enthusiastically (b) boldly (c) bravely (d) hopefully
36. I fervently hoped, an air of **rumination** and unconcern.
    (a) shrinking (b) thinking (c) trembling (d) shivering
37. The **pedestrian** came by me with out looking at me.
    (a) walker (b) tramp (c) wanderer (d) soldier
38. It was a **tramp** who had other things to think about.
    (a) soldier (b) workman (c) wanderer (d) shopkeeper
39. As I was preparing to **cast** my books upon the waters I heard another step.
    (a) pick (b) bind (c) lift (d) throw
40. The next thought came like a **blaze** of terrible blue lightening across my brain.
    (a) flash (b) light (c) heat (d) thunder
41. What about the **splash**.
    (a) blunder (b) splatter (c) bang (d) explosion
42. A sudden **fling** of his arms: a great splash in the water.
    (a) swing (b) movement (c) trembling (d) throw
43. Whoever was within sight and hearing would at once rush at me and **seize** me.
    (a) clutch (b) snatch (c) scold (d) abuse
44. In all **probability** they would think it was a baby.
    (a) implications (b) thoughts (c) likelihood (d) guesses
45. I could almost hear his **gruff** sneering laugh.
    (a) rough (b) hard (c) thundering (d) shrieking
46. I could almost hear his gruff **sneering** laugh.
    (a) steering (b) amuzing (c) stylish (d) mocking
47. I **strayed** up and down, increasingly fearful of being watched.
    (a) swayed (b) moved (c) wandered (d) ran
48. **Summoning** up my courage to take the plunge and quailing from it at the last moment.
    (a) summing (b) gathering (c) rising (d) pushing

49. Summoning up my courage to take the plunge and **quailing** from it at the last moment.
    (a) fearing (b) worrying (c) hesitating (d) jumping
50. In my **agony** of decision I left the Embankment and hastened straight for the first of these.
    (a) haste (b) skill (c) need (d) anguish
51. In my agony of decision I left the Embankment and **hastened** straight for the first of these.
    (a) moved (b) started (c) quickened (d) walked
52. When I reached it I **knelt** on the seat.
    (a) sat (b) caught (c) grasped (d) bowed
53. What! I thought **savagely**.
    (a) really (b) neatly (c) wildly (d) fearfully
54. Under the **resolute** mask that you show your friends is there really a shrinking and contemptible coward.
    (a) firm (b) reputable (c) covered (d) obvious
55. Under the resolute mask that you show your friends is there really a **shrinking** and contemptible coward.
    (a) trembling (b) frightened (c) moving (d) savage
56. Under the resolute mask that you show your friends is there really a shrinking and **contemptible** coward.
    (a) hateful (b) helpful (c) brave (d) loveable
57. With the courage of despair I took a **heave**.
    (a) break (b) breath (c) step (d) run
58. The sack dropped **sheer**.
    (a) away (b) far (c) deep (d) straight
59. As I walked I thought a little sadly of all those books falling into the cold **torrent**.
    (a) pond (b) canal (c) tide (d) river
60. **Subsiding** at last on the ooze of the bottom.
    (a) drowning (b) settling (c) destroying (d) diving
61. Subsiding at last on the **ooze** of the bottom.
    (a) mud (b) water (c) liquid (d) solid

62. There to lie **forlorn** and forgotten whilst the unconscious world of men went on.
    (a) straight (b) gathered (c) unattended (d) scattered

63. Only a **stray** rag of your sacking sticking out of the slime into the opaque brown tides.
    (a) wanderer (b) drifting (c) horrible (d) strange

64. Only a stray rag of your sacking sticking out of the slime into the **opaque** brown tides.
    (a) unclear (b) clear (c) untidy (d) light

Answers

1.	(c)	2.	(a)	3.	(b)	4.	(a)	5.	(c)
6.	(a)	7.	(b)	8.	(a)	9.	(d)	10.	(b)
11.	(a)	12.	(c)	13.	(b)	14.	(a)	15.	(b)
16.	(c)	17.	(b)	18.	(c)	19.	(d)	20.	(a)
21.	(c)	22.	(b)	23.	(a)	24.	(d)	25.	(d)
26.	(a)	27.	(c)	28.	(a)	29.	(b)	30.	(a)
31.	(d)	32.	(b)	33.	(a)	34.	(d)	35.	(a)
36.	(b)	37.	(a)	38.	(c)	39.	(d)	40.	(a)
41.	(b)	42.	(d)	43.	(a)	44.	(c)	45.	(a)
46.	(d)	47.	(c)	48.	(b)	49.	(a)	50.	(d)
51.	(c)	52.	(d)	53.	(c)	54.	(a)	55.	(b)
56.	(a)	57.	(b)	58.	(d)	59.	(c)	60.	(b)
61.	(a)	62.	(c)	63.	(b)	64.	(a)		

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Volume	Books	Slightly	A little	Probability	Likelihood
Inspect	Examine	Occurred	Happened	Gruff	Rough
Oddest	Strange	Swag	Stolen goods	Sneering	Mocking
Indigestible	Incomprehensible	Bear	Stand	Strayed	Wandered
Reluctant	Hesitant	Eyed	Stared	Summoning	Gathering
Worthless	Valueless	Deliberately	Intentionally	Quailing	Fearing
Merely	Simply	Furtive	Secret	Agony	Aguish
Sorting out	Arranging	Acquitted	Released	Hastened	Quickened
Hard	With difficulty	Rapid	Fast	Knelt	Bowed
Scaffold	Gallows	Implications	Effects	Savagely	Wildly
Accumulated	Piled up	Leaned	Bent	Resolute	Firm
Scores	Numerous	Luminous	Brilliant	Shrinking	Frightened
Consume	Destroy	Fervently	Enthusiastically	Contemptible	Hateful
Consign	Assign	Rumination	Thinking	Heave	Breath
Improvised	Prepared	Pedestrian	Walker	Sheer	Straight
Cold nip	Chill	Tramp	Wanderer	Torrent	Tide
Gleams	Beams	Cast	Throw	Subsiding	Settling
Rang out	Sounded	Blaze	Flash	Ooze	Mud
Strode off	Walked off	Splash	Splatter	Forlorn	Unattended
Sweeping	Spreading	Fling	Throw	Stray	Drifting
Catches	Bolts	Seize	Clutch	Opaque	Unclear
Suspicious	Doubtful				

The Man Who Was A Hospital

Short Questions Answers

Q.1 Who is the writer of the essay "The Man Who Was A Hospital"?

Ans. Jerome K. Jerome is the writer of the essay "The Man Who Was A Hospital".

Q.2 What organ of writer did he think was out of order when he was reading a circular?

Ans. It was his liver that was out of order. He knew while he was reading a patent liver-pill circular.

Q.3 How did the writer know that it was his liver that was out of order?

Ans. He knew it while reading a patent liver-pill circular which had details of symptoms about the liver disorder.

Q.4 What was the writer's general practice after reading a patent medicine advertisement?

Ans. He always drew the conclusion that he was suffering from that particular disease.

Q.5 Where did the writer go to read up the treatment of some slight ailment?

Ans. He went to the British Museum to read up the treatment for some slight ailment of which he had a touch.

Q.6 What disease did he think he had?

Ans. He thought he had hay fever.

Q.7 What did the writer do in the British Museum in an unthinking moment?

Ans. In an unthinking moment, he idly turned the leaves, and began to study diseases, generally.

Q.8 What did the writer feel when he read the first distemper?

Ans. He thought that he had fairly got that.

Q.9 What did the writer feel when he read about the typhoid fever?

Ans. He discovered that he had typhoid fever for months without knowing it.

Q.10 What happened when the writer read St. Vitus's Dance?

Ans. He found that he had it too.

Q.11 What did the writer find about Bright's disease?

Ans. He was relieved to find, that he had it only in a modified form and might live for years.

Q.12 What did the writer feel about cholera and diphtheria?

Ans. He had cholera with severe complications and diphtheria he was born with.

Q.13 Which disease did the writer feel he did not have?

Ans. He found that he had not got housemaid's knee.

Q.14 What did the writer feel about housemaid's knee?

Ans. He felt hurt why he did not have this disease.

Q.15 What did the writer determine to do without housemaid's knee?

Ans. He determined to live without housemaid's knee.

Q.16 What did the writer feel about Gout?

Ans. He felt that it had seized him without his being aware of it.

Q.17 What did the writer feel about zymosis?

Ans. He felt that he had been suffering from it since boyhood.

Q.18 What did the writer conclude after reading zymosis?

Ans. He concluded that there was nothing else the matter with him.

Q.19 What would the medical students do to get them their diploma in the writer's opinion?

Ans. They would walk round him and take their diploma.

Q.20 How did the writer try to examine himself?

Ans. He tried to examine himself by feeling his pulse. At first he could not find it. Then all of a sudden it seemed to start off.

Q.21 What rate of pulse did the writer make?

Ans. He made it a hundred and forty-seven to the minute.

Q.22 What happened when the writer try to feel his heart?

Ans. He could not feel his heart. It had stopped beating. However he thought it must have been beating but he could not account for it.

Q.23 How did the writer try to look at his tongue?

Ans. He stuck it out as far as it would go, he shut one eye and tried to examine it with the other, he could only see the tip.

Q.24 What did the writer feel after looking at his tongue?

Ans. He could feel more certain than before that he had scarlet fever.

Q.25 In what condition did the writer get out of the reading room?

Ans. He got out a decrepit wreck.

Q.26 Where did the writer go after thinking that he had all the diseases?

Ans. He went to his medical man who was his old friend.

Q.27 What did the doctor do to the writer whenever he thought he was sick?

Ans. He felt his pulse, looked at his tongue and talked about the weather whenever he thought he was ill.

Q.28 What did the writer think about his present visit to his medical man?

Ans. He thought he would do him a good turn by going to him.

Q.29 What did the writer think about the practice of his doctor friend?

Ans. He thought that he would get more practice out of him than out of seventeen hundred of his ordinary, commonplace patients, with only one or two diseases each.

Q.30 What did the writer say to his doctor about his physical condition?

Ans. He said that he would not take his time as he might pass away before he had finished. He had got all diseases except housemaid's knee.

Q.31 How did the doctor examine the writer?

Ans. He opened him and looked down him, and clutched hold of his wrist, and then he hit him over the chest when he wasn't expecting it. Afterwards the doctor butted him with the side of his head.

Q.32 Where did the writer go with prescription?

Ans. He went to the nearest chemist's and handed it in.

Q.33 What did the chemist answer to the writer?

Ans. He said he was a chemist, not a co-operative stores and a family hotel combined. Being a chemist he was unable to help him.

Q.34 What was written on the prescription?

Ans. It ran:

"1 lb. beefsteak, every 6 hours.
Ten-mile walk every morning,
Bed at 11 sharp every night.
And don't stuff your head with things
You don't understand."

Q.35 What did the writer do after reading the prescription?

Ans. He followed the directions, with the happy result. His life was preserved and is still going on.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. I had just been reading a patent liver-pill **circular**.
   (a) advertisement (b) circle (c) newspaper (d) medicine
2. In which were **detailed** the various symptoms by which a man could tell when his liver was out of order.
   (a) told (b) explained (c) written (d) details
3. I never read a patent medicine advertisement without being **impelled** to the conclusion that I am suffering from the particular disease therein dealt with in its most virulent form.
   (a) forced (b) tallied (c) persisted (d) worried
4. I never read a patent medicine advertisement without being impelled to the conclusion that I am suffering from the particular disease therein dealt with in its most **virulent** form.
   (a) dainty (b) delicate (c) poisonous (d) crude
5. The diagnosis seems in every case to **correspond** exactly with all the sensations that I have ever felt.
   (a) mingle (b) responsible (c) deviate (d) correlate
6. I went to read up the treatment for some slight **ailment** of which I had a touch.
   (a) disease (b) fever (c) headache (d) serious
7. I idly turned the leaves, and began to **indolently** study diseases.
   (a) lazily (b) actively (c) poorly (d) eagerly
8. I forget which was the first **distemper** I plunged into.
   (a) feeling (b) thought (c) fever (d) disease
9. Some fearful, **devastating** scourge, I know.
   (a) fatal (b) distasteful (c) malicious (d) epidemical
10. Some fearful, devastating **scourge**, I know.
    (a) pain (b) magic (c) disease (d) headache
11. I had glanced half down the list of **premonitory** symptoms.
    (a) warning (b) previous (c) precious (d) precautions

12. In the **listlessness** of despair, I again turned over the pages.
(a) worriedness (b) disappointment (c) enjoyment (d) sluggishness

13. Began to get interested in my case, and determined to **sift it to the bottom**.
(a) know thoroughly (b) Dig (c) search (d) find

14. I read up again and learnt that I was **sickening** for it.
(a) worried (b) eager (c) searching (d) suffering

15. The **acute** stage would commence in about another fortnight.
(a) better (b) intense (c) wonderful (d) minimum

16. The acute stage would **commence** in about another fortnight.
(a) last (b) end (c) start (d) finish

17. Bright's disease, I was **relieved** to find, I had only in modified form.
(a) dropped (b) freed (c) released (d) relaxed

18. Bright's disease, I was relieved to find, I had only in **modified** form.
(a) changed (b) mild (c) modern (d) latest

19. Cholera I had with severe **complications**.
(a) happenings (b) disease (c) difficulties (d) implications

20. I **plodded** conscientiously through the twenty-six letters.
(a) struggled (b) moved (c) tried (d) looked

21. I plodded **conscientiously** through the twenty-six letters.
(a) carefully (b) roughly (c) ideally (d) lazily

22. The only **malady** I could conclude, I had not get, was housemaid's knee.
(a) problem (b) suffering (c) tension (d) disease

23. I felt rather hurt about this at first; it seemed somehow to be a sort of **slight**.
(a) right (b) tight (c) insult (d) flight

24. Why this **invidious** reservation?
(a) annoying (b) timely (c) hideous (d) precious

25. Why this invidious **reservation**?
(a) thinking (b) planning (c) understanding (d) limitation

26. After a while, however, less **grasping** feeling prevailed.
(a) frightening (b) caring (c) selfish (d) horrible

27. After a while, however, less grasping feeling **prevailed**.
    (a) vanished (b) remained (c) continued (d) spread
28. I **reflected** that I had every other known malady in the pharmacology.
    (a) thought (b) defected (c) contacted (d) realized
29. I reflected that I had every other known malady in the **pharmacology**.
    (a) pharmacy (b) medical book (c) profession (d) science
30. Gout, in its most **malignant** stage, it would appear, had seized me without my being aware of it.
    (a) hard (b) tragic (c) serious (d) authentic
31. And zymosis I had **evidently** been suffering with from boyhood.
    (a) obviously (b) carefully (c) bravely (d) scornfully
32. So I **concluded** there was nothing else the matter with me.
    (a) designed (b) thought (c) conceived (d) gathered
33. I sat and **pondered**.
    (a) worried (b) squatted (c) brooded (d) astonished
34. What an **acquisition** I should be to a class.
    (a) possession (b) amazement (c) inspiration (d) awe
35. I pulled out my watch and **timed** it.
    (a) settled (b) corrected (c) counted (d) oiled
36. I have since been **induced** to come to the opinion that it must have been there all the time.
    (a) thinking (b) convinced (c) felt (d) sensed
37. I **patted** myself all over my front, from what I call my waist up to my head.
    (a) tapped (b) pondered (c) felt (d) sensed
38. I **stuck** it out as far as ever it would go.
    (a) threw (b) pulled (c) took out (d) sent
39. I crawled out a **decrepit** wreck.
    (a) weak (b) strong (c) healthy (d) sick
40. I crawled out a decrepit **wreck**.
    (a) calm (b) serene (c) happy (d) devastated

41. He is an old **chum** of mine.
   (a) plume (b) friend (c) relative (d) pupil
42. So I thought I would do him a good **turn** by going to him now.
   (a) visit (b) return (c) twist (d) move
43. Then he opened me and looked-down me, and **clutched** hold of my wrist.
   (a) pressed (b) grasped (c) pulled (d) snatched
44. And immediately afterwards **butted** me with the side of his head.
   (a) glanced (b) touched (c) kissed (d) patted
45. Being only a chemist **hampers** me.
   (a) tempt (b) attract (c) stops (d) impress

Answers

1.	(a)	2.	(b)	3.	(a)	4.	(c)	5.	(d)
6.	(a)	7.	(a)	8.	(d)	9.	(a)	10.	(c)
11.	(a)	12.	(d)	13.	(a)	14.	(d)	15.	(b)
16.	(c)	17.	(d)	18.	(b)	19.	(c)	20.	(b)
21.	(a)	22.	(d)	23.	(c)	24.	(a)	25.	(d)
26.	(c)	27.	(d)	28.	(a)	29.	(b)	30.	(c)
31.	(a)	32.	(d)	33.	(c)	34.	(a)	35.	(c)
36.	(b)	37.	(a)	38.	(c)	39.	(a)	40.	(d)
41.	(b)	42.	(a)	43.	(b)	44.	(d)	45.	(c)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Circular	Advertisement	Commence	Start	Evidently	Obviously
Detailed	Explained	Relieved	Relaxed	Concluded	Gathered
Impelled	Forced	Modified	Mild	Pondered	Brooded
Virulent	Poisonous	Complications	Difficulties	Acquisition	Possession
Correspond	Correlate	Plodded	Moved	Timed	Counted
Ailment	Disease	Conscientiously	Carefully	Induced	Convinced
Indolently	Lazily	Malady	Disease	Patted	Tapped
Distemper	Disease	Slight	Insult	Stuck	Took out
Devastating	Fatal	Invidious	Annoying	Decrepit	Weak
Scourge	Disease	Reservation	Limitation	Wreck	Devastated
Premonitory	Warning	Grasping	Selfish	Chum	Friend
Listlessness	Sluggishness	Prevailed	Spread	Turn	Visit
Sift it to the bottom	Know thoroughly	Reflected	Thought	Clutched	Grasped
Sickening	Suffering	Pharmacology	Book of medicine	Butted	Patted
Acute	Intense	Malignant	Serious	Hampers	Stops

My Financial Career

Short Questions Answers

Q.1 Who is the writer of the essay "My Financial Career"?

Ans. Stephen Leacock is the writer of the essay "My Financial Career".

Q.2 What happens to the writer when he goes into a bank?

Ans. When he goes into a bank he gets rattled.

Q.3 What makes the writer rattle in the bank?

Ans. The clerks rattle him; the wickets rattle him; the sight of the money rattles him; everything rattles him.

Q.4 What does the writer feel when he crosses the threshold of a bank?

Ans. The moment he crosses the threshold of a bank and attempts to transact business there, he becomes an irresponsible idiot.

Q.5 Why did the writer go to the bank?

Ans. His salary had been raised to fifty dollars a month and he felt that the bank was the only place for it.

Q.6 Why did the writer think of consulting the manager?

Ans. He had an idea that a person about to open an account must consult the manager.

Q.7 What did the accountant look like?

Ans. The accountant was a tall, cool devil.

Q.8 What did the writer ask the accountant?

Ans. He asked him if he could see the manager and added solemnly "alone".

Q.9 What did the manager look like?

Ans. The manager was a grave calm man.

Q.10 How did the writer have money with him?

Ans. He held his fifty-six dollars clutched in a crumpled ball in his pocket.

Q.11 Why did the manager look at the writer in alarm?

Ans. He felt that he had an awful secret to reveal.

Q.12 Where did the manager lead the writer to?

Ans. He took him to a private room and turned the key in the lock.

Q.13 What did the manager at first take the writer for?

Ans. He took him for a detective from Pinkerton.

Q.14 What had the manager gathered from the writer's manner?

Ans. He had gathered from his mysterious manner that he was a detective.

Q.15 What did the writer tell the manager about himself?

Ans. He told that he was not a detective at all. He had come to open an account.

Q.16 How did the manager behave when he knew that the writer had come to open an account?

Ans. The manager looked relieved but still serious; he concluded now that the writer was a son of Baron Rothschild or a young Gould.

Q.17 How much money did the writer propose to deposit?

Ans. He proposed to deposit fifty-six dollars then and fifty dollars a month regularly.

Q.18 How did the manager behave when he knew that the writer had come to deposit only fifty-six dollars?

Ans. The manger got up and opened the door. He called to the accountant and told him that the writer wanted to open an account with fifty-six dollars.

Q.19 Where did the writer step into coming out of the private room?

Ans. He stepped into the safe.

Q.20 How did the writer give money to the accountant?

Ans. He poked the ball of money with a quick movement as if he were doing a trick.

Q.21 What did the clerk make the writer do?

Ans. He made him write the sum on a slip and sign his name in a book.

Q.22 Why did the writer want to draw a cheque?

Ans. His idea was to draw out six dollars for present use.

Q.23 What impression did the people make about the writer in the bank?

Ans. They had the impression that he was an invalid millionaire.

Q.24 Why did the clerk ask the writer in surprise at drawing his money?

Ans. The clerk asked the writer in surprise because he was drawing all his money.

Q.25 Which mistake did the writer realize?

Ans. He realized that he had written fifty-six instead of six.

Q.26 What hope did strike the writer?

Ans. An idiot hope struck him that they might think someone had insulted him while he was writing the cheque and that he had changed his mind.

Q.27 What wretched attempt did the writer make?

Ans. He made a wretched attempt to look like a man with a fearfully quick temper.

Q.28 What happened in the bank when the writer rushed out of it?

Ans. As the big door swung behind him he caught the echo of a roar of laughter that went up to the ceiling of the bank.

Q.29 How does the writer save his money now?

Ans. He keeps his money in cash in his trousers pocket and his savings in silver dollars in a sock.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. When I go into a bank I get **rattled**.
   (a) money (b) confused (c) staggered (d) trouble
2. The **wickets** rattle me.
   (a) sticks (b) doors (c) windows (d) lights
3. The moment I cross the **threshold** of a bank and attempt to transact business there.
   (a) doorstep (b) footstep (c) courtyard (d) footpath
4. The moment I cross the threshold of a bank and attempt to **transact** business there.
   (a) trade (b) commerce (c) transcribed (d) translate
5. I become an irresponsible **idiot**.
   (a) businessman (b) clerk (c) stupid (d) cashier
6. I knew this **beforehand** but my salary had been raised to fifty dollars a month.
   (a) already (b) before night (c) before day (d) yesterday
7. So I **shambled** in and looked timidly round at the clerks.
   (a) stayed (b) stopped (c) ran (d) walked
8. So I shambled in and looked **timidly** round at the clerks.
   (a) cowardly (b) bravely (c) elevated (d) pathetically
9. My voice was **sepulchral**.
   (a) thunderous (b) wondrous (c) gloomy (d) trembling

10. Can I see the manager? I said, and added **solemnly**, alone.
    (a) beauty (b) seriously (c) solitary (d) solely
11. Certainly, said the accountant and **fetched** him.
    (a) brought (b) fed (c) called (d) rang
12. The manager was a **grave** calm man.
    (a) brave (b) coward (c) healthy (d) serious
13. I held my fifty-six dollars clutched in a **crumpled** ball in my pocket.
    (a) crushed (b) roll (c) heavy (d) round
14. But without it the thing seemed self **evident**.
    (a) centered (b) praise (c) obvious (d) responsible
15. He felt that I had an **awful** secret to reveal.
    (a) grave (b) drastic (c) absolute (d) obsolete
16. We are safe from **interruption** here.
    (a) corruption (b) talking (c) conversation (d) interference
17. You are one of Pinkerton's men, I **presume**.
    (a) assume (b) prescribed (c) described (d) feel
18. He had **gathered** from my mysterious manner that I was a detective.
    (a) decided (b) visualized (c) received (d) concluded
19. It made me **worse**.
    (a) verse (b) disperse (c) bad (d) thought
20. No, not from Pinkerton's, I said, seeming to **imply** that I came from a rival agency.
    (a) consider (b) infer (c) tell (d) clarify
21. No, not from Pinkerton's, I said, seeming to imply that I came from a **rival** agency.
    (a) opponent (b) friendly (c) neighbouring (d) remote
22. To tell the truth, I went on, as if I had been **prompted** to lie about.
    (a) told (b) tempted (c) learned (d) taught
23. I **intend** to keep all my money in this bank.
    (a) tried (b) think (c) want (d) promise
24. The manager looked **relieved** but still serious.
    (a) surprised (b) astonished (c) worried (d) relaxed

25. I **propose** to deposit fifty-six dollars now and fifty dollars a month regularly.
(a) commit (b) suggest (c) realize (d) decide

26. I went up to the accountant's wicket and **poked** the ball of money at him.
(a) thrust (b) caught (c) sent (d) rolled

27. With a quick **convulsive** movement as if I were doing a conjuring trick.
(a) concluding (b) juggling (c) swift (d) uncontrollable

28. My face was **ghastly** pale.
(a) ferociously (b) very ill (c) ironically (d) fearfully

29. The bank **swam** before my eyes.
(a) ran (b) twisted (c) moved (d) rattled

30. Is it deposited? I asked in a hollow, **vibrating** voice.
(a) moving (b) shattering (c) shaky (d) trembling

31. The people in the bank had the impression that I was an **invalid** millionaire.
(a) awesome (b) unpredictable (c) disabled (d) unimportant

32. I wrote something on the cheque and **thrust** it in at the clerk.
(a) brought (b) pushed (c) sent (d) fetched

33. I was too far gone to **reason** now.
(a) argue (b) knowledge (c) call (d) come

34. **Reckless** with misery, I made a plunge.
(a) frightened (b) horrified (c) clarified (d) careless

35. Are you not going to deposit any more? said the clerk, **astonished**.
(a) trembled (b) scattered (c) wayward (d) surprised

36. I made a **wretched** attempt to look like a man with a fearfully quick temper.
(a) poor (b) desperate (c) final (d) brave

37. I made a wretched attempt to look like a man with a fearfully quick **temper**.
(a) scholar (b) habit (c) mood (d) distemper

38. He gave me a fifty-dollar **bill**.
(a) note (b) receipt (c) cheque (d) currency

39. As the big door **swung** behind me I caught the echo of a roar of laughter.
(a) clung (b) closed (c) moved (d) shut

Answers

1.	(b)	2.	(c)	3.	(a)	4.	(a)	5.	(c)
6.	(a)	7.	(d)	8.	(a)	9.	(c)	10.	(b)
11.	(a)	12.	(d)	13.	(a)	14.	(c)	15.	(a)
16.	(d)	17.	(a)	18.	(d)	19.	(c)	20.	(b)
21.	(a)	22.	(b)	23.	(c)	24.	(d)	25.	(b)
26.	(a)	27.	(d)	28.	(d)	29.	(c)	30.	(d)
31.	(c)	32.	(b)	33.	(a)	34.	(d)	35.	(d)
36.	(a)	37.	(c)	38.	(a)	39.	(c)		

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Rattled	Confused	Evident	Obvious	Convulsive	Uncontrollable
Wickets	Windows	Awful	Grave	Ghastly	Fearfully
Threshold	Doorstep	Interruption	Interference	Swam	Moved
Transact	Trade	Presume	Assume	Vibrating	Trembling
Idiot	Stupid	Gathered	Concluded	Invalid	Disabled
Beforehand	Already	Worse	Bad	Thrust	Pushed
Shambled	Walked	Imply	Infer	Reason	Argue
Timidly	Cowardly	Rival	Opponent	Reckless	Careless
Sepulchral	Gloomy	Prompted	Tempted	Astonished	Surprised
Solemnly	Seriously	Intend	Want	Wretched	Poor
Fetched	Brought	Relieved	Relaxed	Temper	Mood
Grave	Serious	Propose	Suggest	Bill	Note
Crumpled	Crushed	Poked	Thrust	Swung	Moved

China's Way to Progress

Short Questions Answers

Q.1 Who is the writer of the essay "China's Way to Progress"?

Ans. Galeazzo Santini is the writer of the essay "China's Way to Progress".

Q.2 For how long had China been forgotten?

Ans. For twenty-two years China remained forgotten.

Q.3 What was China confused with for twenty-two years?

Ans. It was even confused with a small island–one of its provinces.

Q.4 How was the Chinese bamboo curtain countered by the west?

Ans. The flexible Chinese bamboo curtain was countered by a Western curtain of rigid disregard.

Q.5 From where was China the world's third largest country brought out with a bang?

Ans. The world's third largest country was brought out of the memory attic, with a loud bang.

Q.6 Which policies were introduced by Chinese and the occidentals respectively?

Ans. Chinese may have introduced the smile policy, but the Occidentals certainly launched the warm hug.

Q.7 What do the official visitors to Peking do?

Ans. The crowd of official visitors to Peking, perform a devoted quasi-pilgrimage.

Q.8 Why do battalions of traders go to China?

Ans. The battalions of traders go twice yearly to the traditional Canton Fair.

Q.9 What will become of Chou En-Lai's hand?

Ans. Chou En Lai will end up dislocating his right hand if he goes on shaking it at the present rate with delegates.

Q.10 What will become of Chou En-Lai's eyes?

Ans. He would become blind by the constant flashing of the official souvenir photographers.

Q.11 Why is the queue of countries to recognize China growing longer?

Ans. It is growing longer with the awareness of forgetting China in the past for having kept China out of the U.N. for a long time.

Q.12 What are the politicians of the world attempting to rebuild for themselves?

Ans. They are attempting to rebuild for themselves a compromised career by singing the praises of Mao Tse-Tung.

Q.13 What has the Westerners forgotten concerning China?

Ans. Too many Westerners have forgotten the Asiatic background and painful colonial history concerning China.

Q.14 When did the communist come into power?

Ans. The Communists came to power in 1949.

Q.15 How were the Chinese going economically in 1949?

Ans. The vast majority of the country carried on as it had been doing for the past 2000 years, in an early Iron Age economy.

Q.16 What was the writer proudly told during his visits to agricultural communes?

Ans. The writer was proudly told that the people there didn't even have the life of the oxen and horses.

Q.17 What did Russia not have in 1917 compared to China in 1949?

Ans. Compared to China in 1949, Russia in 1917 did not have the grim inheritance of a country of a shattering multi-colonial experience or a sharp and pervasive Western impact.

Q.18 What was China forced with other Asiatic civilizations?

Ans. It was forced into a kind of national schizophrenia in terms of a split economy, a split culture and a split personality.

Q.19 How has individual in China been rescued from the results of important colonial heritage?

Ans. He has been rescued from the consequences by the newfound companionship, common purpose and discipline of mass-organization.

Q.20 What have plagued Asian countries for thousands of years?

Ans. The lack of food, low levels of nutrition, gross inequalities of income and consumption, unemployment, a sense of social uselessness, and the blind expansion of the cities have plagued Asian countries for thousands of years.

Q.21 With which has the gigantic Chinese social experiment concerned?

Ans. It has concerned not only Asia but also the West which has always claimed to have found the final answer to the problem of man and civilization.

Q.22 What have the Chinese been striving for years?

Ans. For years the Chinese have been striving to make the world realize that there are other things in life besides an increase in GNP.

Q.23 Why can't the Chinese model be analysed?

Ans. The Chinese model can't be analysed according to its difference from the Western system. It involves an utterly different approach. It is the creation of a new world and a new man.

Q.24 What do Chinese cities show?

Ans. They show an absence of automobiles, advertising, neon signs, and the three fevers of money, alcohol and sex.

Q.25 What has reduced the population of cities in China?

Ans. Political control over the masses not only stops the exodus from the countryside, but even manages partly to reduce the populations of cities.

Q.26 Why will Chinese still be a powerfully agricultural and peasant country in the year 2000?

Ans. For its modernization will have occurred without a flight from the fields.

Q.27 How are farming concerns growing in China?

Ans. They are growing through the system of communes, with subdivisions into production brigades and teams, but the greater part of the peasant masses stay put and carry on their traditional, intensive labour.

Q.28 Why does the agricultural labour not flee to the cities?

Ans. It does not flee to the cities because the industrial road passes through a technically orientated agriculture and a decentralized industry.

Q.29 What is most important step in Chinese domestic policy?

Ans. Economic decentralization is the most important step in Chinese domestic policy.

Q.30 What has freed China from bureaucracy and developed local enterprise?

Ans. Economic decentralization has freed China from complex bureaucracy and developed local enterprise to the greatest possible degree of independence.

Q.31 How can Chinese provinces manage themselves in the event of war?

Ans. The 26 Chinese provinces, can manage on their own in the event of war.

Q.32 What did Thomas Hobbes write in Leviathan?

Ans. He wrote that "man's condition is a condition of war with everyone against everyone."

Q.33 What is China striving to conceive modernization?

Ans. China is striving to conceive modernization as part of a process of beautifying of the landscape, development of the people's cultural life for the benefit of all.

Q.34 What was Mao's famous maxim reported in People's daily?

Ans. It was "Rely on your own forces".

Q.35 What result can indigenous equipment produce?

Ans. Indigenous equipment can produce bigger, faster, better and cheaper results.

Q.36 What effect indigenous equipment can make?

Ans. They can stimulate the revolutionary spirit of the masses and with this revolutionary spirit all difficulties can be overcome.

Q.37 Whom did the writer of China's Way to Progress interview?

Ans. He interviewed Je Wen-Siu, a sixteen-year old girl who lived in the workers' district of Peng Pu at Shanghai.

Q.38 How does the Chinese student spend her day?

Ans. She gets up at 6 o'clock in the morning, does a few chores in the house, have breakfast and goes to school at 8. She finishes at 11 o'clock. She goes home and have lunch. At one thirty she comes back at school again until 3 o'clock. Then she goes back home and work.

Q.39 How does a Chinese student do her homework?

Ans. She does her homework at school. At home she goes through the lessons for about an hour.

Q.40 How does a Chinese student spend her evening?

Ans. From 4 o'clock on she relaxes, reading the papers and listening to the radio.

Q.41 What types of news is the Chinese student interested in?

Ans. She is interested in all political news which illustrate the national and international situation.

Q.42 What does a Chinese student do with her friends?

Ans. She often goes out with girls and boys of her age. They do some sports and often play ping-pong.

Q.43 What does Chinese women lack from a western angle?

Ans. From a Western angle there is a lack of femininity in the Chinese women.

Q.44 What does Mao says about women?

Ans. Mao says that women hold up half the sky and are determined to keep their half raised at the same height as that held up by men.

Q.45 What social benefits does the Chinese woman list?

Ans. She lists the social benefits of 8 hours working day; free hospitalization and medical care, nursery and infant schools, 56 paid days before child birth also without charge.

Q.46 What does a Chinese woman claim?

Ans. She claims that she is working so that the women of the world can be equally happy and enjoy the advantages they have.

Q.47 What has the radical change in the thinking of Chinese woman given them?

Ans. It has given them a sense of confidence unknown to them previously, a dignity and an undoubted awareness of carrying out an important role.

Q.48 What is monthly cost of living in Peking?

Ans. It was recently quoted at 12 – 14 yuan a month (4.80 – 5.602 dollars) of which 10 go towards board and 3 – 4 for rent in State apartments.

Q.49 What is the medical policy for Chinese worker?

Ans. All medical and hospital treatment is entirely free for every Chinese worker or peasant, while members of their family only pay 50 percent. If the patient has money problems, then his company steps in with direct assistance. .

Q.50 At what age do the Chinese workers retire in China?

Ans. They retire at the age of 60, female workers at 50, or 55 if they do clerical work.

Q.51 What is the pension plan for a Chinese worker?

Ans. Pensions are related to work seniority and vary form 50 to 70 percent of the worker's last wage.

Q.52 How is a peasant with low wages dealt with?

Ans. The commune deals with those peasants having wages that are too low or who are unable to maintain their family owing to physical handicaps.

Q.53 What are the industrial working hours in China and what are the holidays?

Ans. Industrial working hours are 8 hours a day, six-days a week, leaving one day's holiday a week (not necessarily Sunday). Normally there is one week's annual vacation, two weeks if the worker lives far from his family, as well as two national holidays (May I and October I).

Q.54 When does the number of population become power?

Ans. When the number is not simply a gathering of persons, but a compact whole, then it tends to become "Power".

Q.55 What does Mao want to say when he says people not things are decisive?

Ans. He is trying in fact to demonstrate that the concept of people as a power destroyed by modern technology is still a meaningful one.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. For twenty-two years China **lay** forgotten and was even confused with a small island.
   (a) definitely (b) remained (c) rendered (d) went
2. The **flexible** Chinese bamboo curtain was countered by a Western curtain of rigid disregard.
   (a) soft (b) flattered (c) relaxed (d) fixed
3. The flexible Chinese bamboo curtain was **countered** by a Western curtain of rigid disregard.
   (a) attacked (b) responded (c) flowered (d) understood
4. The flexible Chinese bamboo curtain was countered by a Western curtain of **rigid** disregard.
   (a) handy (b) iron (c) extreme (d) stern
5. The flexible Chinese bamboo curtain was countered by a Western curtain of rigid **disregard**.
   (a) discontinue (b) disturbance (c) disrespect (d) disabled
6. Suddenly that one-fourth of mankind enclosed in the world's third largest country was brought out of the memory **attic**, with a loud bang.
   (a) storey (b) room (c) mind (d) test
7. Suddenly that one-fourth of mankind enclosed in the world's third largest country was brought out of the memory attic, with a loud **bang**.
   (a) noise (b) scream (c) screech (d) shriek
8. The Occidentals certainly launched the warm **hug**.
   (a) tolerance (b) embrace (c) environment (d) attitude
9. Seventy-three year old Chou En-Lai will end up **dislocating** his right hand.
   (a) twisting (b) moving (c) entangling (d) distinguishing
10. His eyes blinded by the constant **flashing** of the official souvenir photographers.
    (a) slashing (b) lightening (c) lashing (d) twinkling
11. His eyes blinded by the constant flashing of the official **souvenir** photographers.
    (a) remembered (b) near (c) remote (d) professional

12. Everywhere politicians of the most **conservative** and bourgeois kind are attempting to rebuild for themselves a compromised career.
    (a) advanced (b) backward (c) modern (d) simple
13. Everywhere politicians of the most conservative and **bourgeois** kind are attempting to rebuild for themselves a compromised career.
    (a) upper class (b) lower class (c) middle class (d) elite class
14. When confronting the **enigma** of the Chinese planet.
    (a) puzzle (b) situation (c) stigma (d) gravity
15. Compared to China in 1949 Russia in 1917 did not have the **grim** inheritance of a century of a shattering multi-colonial experience.
    (a) dim (b) shrimp (c) brim (d) serious
16. Compared to China in 1949 Russia in 1917 did not have the grim inheritance of a century of a **shattering** multi-colonial experience.
    (a) tense (b) reckoning (c) biting (d) breaking
17. Russia never suffered China's fate of such a sharp and **pervasive** Western impact that it was forced.
    (a) previous (b) penetrating (c) pungent (d) sarcastic
18. A kind of national **schizophrenia** not just in terms of a split economy.
    (a) stomach disease (b) liver disease (c) mental disease (d) weakness
19. Above all in terms of a **split** culture and a split personality.
    (a) broken (b) modern (c) elite (d) brave
20. In China the individual has been **rescued** from the aftermath of this unfortunate heritage.
    (a) deceived (b) perceived (c) received (d) saved
21. In China the individual has been rescued from the **aftermath** of this unfortunate heritage.
    (a) misery (b) result (c) myth (d) mythology
22. Just as the Vietnamese have **withstood** American technology.
    (a) refused (b) accepted (c) resisted (d) hold
23. The **ascetic** militant Chinese have gone straight to the roots of the problems.
    (a) simple (b) perfect (c) crooked (d) shrude
24. The ascetic **militant** Chinese have gone straight to the roots of the problems.
    (a) religious (b) military (c) soldier (d) warring

25. That have **plagued** Asian countries for thousands of years.
    (a) afflicted (b) persuaded (c) snatched (d) thrived
26. The lack of food and low levels of **nutrition**, gross inequalities of income and consumption.
    (a) oblivion (b) nourishment (c) meals (d) water
27. The lack of food and low levels of nutrition, **gross** inequalities of income and consumption.
    (a) cross (b) low (c) whole (d) below
28. Unemployment and a sense of social uselessness, and the **blind** expansion of the cities.
    (a) unimpressive (b) unplanned (c) heavy (d) increasing
29. The **gigantic** Chinese social experiment does not only concern Asia.
    (a) mysterious (b) brave (c) giant (d) colossal
30. For years the Chinese have been **striving**.
    (a) playing (b) working (c) struggling (d) planning
31. It involves an **utterly** different approach.
    (a) merely (b) completely (c) newly (d) ideally
32. Political control over the masses stops the **exodus** from the countryside.
    (a) emigration (b) incoming (c) crisis (d) conflicts
33. Its modernization will have occurred without a **flight** from the fields.
    (a) erasing (b) raising (c) rising (d) flee
34. The greater part of the peasant masses stay put and carry on their traditional **intensive** labour.
    (a) impressive (b) acute (c) impassive (d) expressive
35. Agricultural mechanization is being introduced with **considerable** caution.
    (a) significant (b) consistent (c) existence (d) definite
36. But is instead kept on the spot and **incorporated** in local small industries.
    (a) insured (b) merged (c) ensured (d) mixed
37. He does not **flee** to the cities.
    (a) fly (b) prefer (c) run away (d) free
38. The industrial road passes through a technically **orientated** agriculture and a decentralized industry.
    (a) directed (b) established (c) perfect (d) involved

39. Economic decentralization has freed China from a traditionally **cumbersome** bureaucracy.
(a) accomplished (b) intelligent (c) efficient (d) complicated

40. The 26 Chinese provinces, **subsist** on their own in the event of war.
(a) depend (b) exist (c) call (d) demand

41. The heart of the matter is the need to **root out** selfishness.
(a) spread (b) dig out (c) weed out (d) develop

42. Here is what the Peking "People's Daily" has to say commenting on Mao's famous **maxim**.
(a) maximum (b) saying (c) history (d) writing

43. National machines and equipment are not entirely **indigenous**.
(a) superior (b) original (c) genuine (d) local

44. When not available, can be **promptly** prepared.
(a) quickly (b) previously (c) already (d) lately

45. It can **stimulate** the revolutionary spirit of the masses.
(a) abbreviate (b) deviate (c) motivate (d) accelerate

46. It can stimulate the **revolutionary** spirit of the masses.
(a) brave (b) progressive (c) working (d) cowardly

47. Despite having to use an **interpreter** I was able to find out.
(a) elevator (b) demonstrator (c) describer (d) translator

48. I get up at 6 o'clock in the morning, do a few **chores** in the house.
(a) tasks (b) course (c) things (d) tricks

49. All political news which **illustrate** the national and international situation.
(a) capture (b) highlight (c) negotiate (d) alleviate

50. In the land of opium, drugs are **nonexistent**.
(a) unbelievable (b) excessive (c) unavailable (d) available

51. This **radical** change in women's conditions in China has given women a sense of confidence.
(a) red (b) flexible (c) ideal (d) basic

52. If, however, the patient has money problems, then his company **steps in** with direct assistance.
(a) highlights (b) deviates (c) interferes (d) motivates

53. Nearly all plants **boast** nurseries and kindergartens.
(a) possess (b) minimize (c) maximize (d) magnifies

54. Children are looked after and fed under the control of a **dietician** for a very modest sum.
 (a) demonstrate (b) expert (c) doctor (d) food expert

55. Children are looked after and fed under the control of a dietician for a very **modest** sum.
 (a) modern (b) humble (c) high (d) precious

56. Female workers are **entitled** to 56 days rest on full salary before giving birth to children.
 (a) relieved (b) given (c) authorized (d) titled

57. When a low-wage category worker finds he has to maintain a large family, his expenses may **exceed** his income.
 (a) cease (b) crosses (c) stops (d) multiply

58. The Chinese **regime** has set up an assistance system guaranteeing a minimum subsistence level.
 (a) reign (b) province (c) bureaucracy (d) aristocracy

59. The company where the worker is employed then **intervenes.**
 (a) interferes (b) helps (c) undertakes (d) supervision

60. It uses money from a specially constituted fund **comprising** to percent of the community's annual wage.
 (a) minimizing (b) harmonizing (c) surprising (d) consisting

61. One is the rigid world of figures and **prospects** based on economic facts as seen by the West.
 (a) prospectus (b) figures (c) chances (d) pictures

62. The fact remains that when the number is not simply a **juxtaposition** of persons.
 (a) side by side (b) opposition (c) gathering (d) crowd

Answers

1.	(b)	2.	(a)	3.	(b)	4.	(d)	5.	(c)
6.	(b)	7.	(a)	8.	(b)	9.	(a)	10.	(b)
11.	(a)	12.	(b)	13.	(c)	14.	(a)	15.	(d)
16.	(d)	17.	(b)	18.	(c)	19.	(a)	20.	(d)
21.	(b)	22.	(c)	23.	(a)	24.	(d)	25.	(a)
26.	(b)	27.	(c)	28.	(b)	29.	(d)	30.	(c)

31.	(b)	32.	(a)	33.	(d)	34.	(b)	35.	(a)
36.	(b)	37.	(c)	38.	(a)	39.	(d)	40.	(a)
41.	(c)	42.	(b)	43.	(d)	44.	(a)	45.	(c)
46.	(b)	47.	(d)	48.	(a)	49.	(b)	50.	(c)
51.	(d)	52.	(c)	53.	(a)	54.	(d)	55.	(b)
56.	(c)	57.	(b)	58.	(a)	59.	(a)	60.	(d)
61.	(c)	62.	(a)						

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Lay	Remained	Aftermath	Result	Root out	Weed out
Flexible	Soft	Withstood	Resisted	Maxim	Saying
Countered	Responded	Ascetic	Simple	Indigenous	Local
Rigid	Stern	Militant	Warring	Promptly	Quickly
Disregard	Disrespect	Plagued	Afflicted	Stimulate	Motivate
Attic	Room	Nutrition	Nourishment	Revolutionary	Progressive
Bang	Noise	Gross	Whole	Interpreter	Translator
Hug	Embrace	Blind	Unplanned	Chores	Tasks
Dislocating	Twisting	Gigantic	Colossal	Illustrate	Highlight
Flashing	Lightening	Striving	Struggling	Nonexistent	Unavailable
Souvenir	Remembrance	Utterly	Completely	Radical	Basic
Conservative	Backward	Exodus	Emigration	Steps in	Interferes
Bourgeois	Middle class	Flight	Flee	Boast	Possess
Enigma	Puzzle	Intensive	Acute	Dietician	Food expert
Grim	Serious	Considerable	Significant	Modest	Humble
Shattering	Breaking	Incorporated	Merged	Entitled	Authorized
Pervasive	Penetrating	Flee	Run away	Exceed	Crosses
Schizophrenia	Mental disease	Oriented	Directed	Regime	Reign
Split	Broken	Cumbersome	Complicated	Intervenes	Interferes
Rescued	Saved	Subsist	Depend	Comprising	Consisting
Prospects	Chances	Juxtaposition	side by side		

Hunger and Population Explosion

Short Questions Answers

Q.1 Who is the writer of the essay "Hunger and Population Explosion"?

Ans. Anna Mckenzie is the writer of the essay "Hunger and Population Explosion".

Q.2 What does hunger mean?

Ans. It means never having enough to eat. It also means a situation in which you are always worried about the next meal.

Q.3 What did Arthur Hopcraft of the Guardian say after his visit to Kenya?

Ans. He says about the children that their eyes stare as if blind, whose legs and arms are like sticks of liquorice, who neither cry nor laugh and who weigh 10 lb at the age of two years.

Q.4 What did the early hunter suffer?

Ans. The early hunter suffered grave shortages during the winter months and quite often these were serious enough to mean starvation for him and his family.

Q.5 Where do we find one of the first records of famine?

Ans. One of the first records of famine was carved in granite by an Egyptian Pharaoh.

Q.6 What did the Egyptian Pharaoh say recording the first famine?

Ans. He said, "During my reign the Nile has not been in flood for seven years. Corn is scarce and food is lacking. Those who ran cannot even walk. The food bins are broken open and empty. It is the end of everything!"

Q.7 What does the Bible say about famine?

Ans. There were seven years of famine in Egypt and the surrounding countryside during the time of Joseph.

Q.8 How was the disaster saved in Egypt by Joseph?

Ans. Widespread disaster was only averted by the previous compulsory storage of food under Joseph's management during plentiful harvests.

Q.9 Who came to Egypt from Palestine and why?

Ans. Joseph's own brothers came to Egypt from Palestine to buy grain.

Q.10 How many famines were recorded from the birth of Christ to 1800?

Ans. From the birth of Christ to about 1800, there are records of famine in Europe in 350 different years – one famine every five years.

Q.11 How can we get idea of a local famine?

Ans. We can get some idea of these famines from folk-lore.

Q.12 What do the stories of Robin Hood involve?

Ans. The stories of Robin Hood often involve local food shortages with Robin helping with transport of food, robbing the rich to feed the poor or poaching for them from the Royal forests.

Q.13 Where have famines been less serious than other parts of the world?

Ans. Famines in Europe have been much less serious than in other parts of the world.

Q.14 How many famines had there been in China?

Ans. China had ninety major famines in one century.

Q.15 How many people died in North China in the last century?

Ans. Nine and a half million people died in a single famine which swept North China in the last century.

Q.16 How many people died in the Russian famine?

Ans. Several million people were killed in the Russian famine of 1921.

Q.17 How many people died in the great famine of Bengal?

Ans. Ten million died in the great famine of Bengal 1969 – 70.

Q.18 How many people starved to death in Bombay?

Ans. In Bombay one million starved to death when the rice crop failed.

Q.19 Where did the worst famine of the century hit and why?

Ans. In India in 1964 – 65 there was the worst famine of the century, owing to the failure of the monsoon.

Q.20 Why could the imported food not solve the problem in India?

Ans. Even if there had been enough availability of food, the ports could not cope with all the ships bringing the cargoes, and transport problems were so great that the food could not have been distributed to many of the isolated and hardest hit areas.

Q.21 What are the causes of famine given in Hunger and Population Explosion?

Ans. It may be that there are just too many people for the amount of food available. It may be that crops have failed due to disease. Thousands, even millions, will die of starvation because of famine caused by lack of rain.

Q.22 How are the number of people increasing in the world?

Ans. The number of people in the world is rapidly increasing like a gigantic snowball which not only gets bigger as it rolls but goes faster as well.

Q.23 How much was the world population by the birth of Christ?

Ans. By the birth of Christ the world population was about 200 – 300 million.

Q.24 How much is world population now?

Ans. Now the world population is over 3000 million.

Q.25 At what rate is the population of the world increasing?

Ans. The population is increasing at a rate which would double the number in only 40 years.

Q.26 What is the main reason for population increase?

Ans. The main reason for population increase is that the rate of birth is greater than the number of death.

Q.27 What was the number of babies in the past that grew up?

Ans. In the past only a fraction of the babies born grew up.

Q.28 Presently what is the number of babies that grow up in industrial countries of the west?

Ans. Now in the industrial countries of the west, 19 out of 20 babies grow up.

Q.29 What number of children does a couple need to produce and why?

Ans. One couple needs to produce just over two children to replace themselves and keep the population at the same level.

Q.30 Why is population not growing so fast among the western nations?

Ans. Among the Western nation the death rate and the birth rate are almost equal so the population is not growing so fast.

Q.31 Why is the low death rate in some countries growing population rapidly?

Ans. The areas where people have only a comparatively small number of children the low death rate means that the population is still growing fairly rapidly.

Q.32 What average of children does a woman have in the USA?

Ans. In the USA each woman has only three children.

Q.33 How has the death rate been reduced in Asia and Far East?

Ans. In Asia and the Far East the death rate has been reduced rapidly by modern medicine and epidemic control.

Q.34 How was death rate reduced in Ceylon?

Ans. In Ceylon, the death rate was reduced by one third in two years by greatly reducing mortality from malaria. This was due to the discovery of DDT which killed off the mosquitoes which carry malaria.

Q.35 How does yaws affect the body of the patient?

Ans. This disease starts as little hard pimples which may join together to make blotches. It then spreads all over the body, forming ulcers. Muscles are destroyed and bones deformed. The sufferer becomes depressed and feels very ill.

Q.36 How was yaws cured?

Ans. Yaws could be cured in most cases by a single injection of penicillin or by two.

Q.37 What is the most difficult thing among individuals?

Ans. The most important and the most difficult thing to achieve is a desire among individuals to limit the size of the family.

Q.38 What paradoxes have the study of population growth indicate?

Ans. It indicates one of the greatest paradoxes of our time. The group of countries best able to support a rapidly growing population has a relatively low birth rate while the group least able to support their present population has a very high birth rate.

Q.39 Where will many of the children be born?

Ans. Many of the children of the world will be born in under developed countries.

Q.40 What are the characteristics of an under-developed country?

Ans. It is a country characterized by poverty, with beggars in the cities. It is a country lacking factories of its own. It has poor roads and railways. Hospitals, schools and colleges are few and far between. Older people cannot read or write.

Q.41 How has population been reduced in the past?

Ans. In the past population has not only been reduced by famine and disease but also by war.

Q.42 What situation does encourage the poor to make war on the rich?

Ans. If one group of people continues to get poorer and sees its families and friends suffering great distress and unnecessary death. This situation encourages them to impose a war upon the rich.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. After a few slices of bread and butter you forgot all about those hunger **pangs**.
   (a) plains (b) periods (c) pains (d) explosions
2. They are the children whose eyes **stare** as if blind.
   (a) look (b) surprise (c) astonish (d) seem

3. Whose legs and arms are like sticks of **liquorice**.
   (a) liquor (b) cane (c) plant (d) wood
4. **Famine** has been a problem since the beginning of time.
   (a) dearth (b) feminine (c) hunger (d) thirst
5. The early hunter suffered **grave** shortages during the winter months.
   (a) serious (b) brave (c) ordinary (d) scarce
6. Quite often these were serious enough to mean **starvation** for him and his family.
   (a) famine (b) thirst (c) hunger (d) crisis
7. On of the first records of famine was **carved** in granite by an Egyptian Pharaoh.
   (a) engraved (b) embossed (c) written (d) put
8. During my **reign** the Nile has not been in flood for seven years.
   (a) aristocracy (b) ministery (c) rule (d) period
9. Corn is **scarce** and food is lacking.
   (a) abundant (b) short (c) increasing (d) perishing
10. Widespread **disaster** was only averted by the previous compulsory storage of food under Joseph's management during plentiful harvests.
    (a) rains (b) floods (c) bluster (d) destruction
11. Widespread disaster was only **averted** by the previous compulsory storage of food under Joseph's management during plentiful harvests.
    (a) inserted (b) insisted (c) evaded (d) applied
12. Widespread disaster was only averted by the previous compulsory storage of food under Joseph's management during **plentiful** harvests.
    (a) abundant (b) painful (c) scarce (d) intense
13. We can get some idea of these famines from our **folk-lore**.
    (a) local songs (b) stories (c) poems (d) ancestor
14. Robin helping with transport of food, robbing the rich to feed the poor or **poaching** for them from the Royal forests.
    (a) picking (b) stealing (c) scratching (d) throwing
15. Nine and half million people **perished** in a single famine.
    (a) suffered (b) diseased (c) lost (d) died
16. If there had been enough availability the ports could not **cope with** all the ships bringing the cargoes.
    (a) handle with (b) responsible of (c) deal with (d) free from

17. The food could not have been distributed to many of the **isolated** and hardest hit areas.
    (a) lovely (b) remote (c) alive (d) beautiful
18. A **tremendous** population explosion is taking place.
    (a) tragic (b) good (c) bad (d) great
19. In the past only a **fraction** of the babies born grew up.
    (a) small number (b) identical (c) great (d) pair
20. In Ceylon for example, the death rate was reduced by one third in two years by greatly reducing **mortality** from malaria.
    (a) morbid (b) disease (c) molady (d) death rate
21. This disease starts as little hard pimples which may join together to make **blotches**.
    (a) scars (b) spots (c) injuries (d) medicine
22. Muscles are destroyed and bones **deformed**.
    (a) strengthened (b) grew (c) deshaped (d) designed
23. The suffers becomes **depressed** and feels very ill.
    (a) dejected (b) panic (c) annoyed (d) ejected
24. Many countries have carried out **massive** programmes to free their countrymen of yaws.
    (a) casual (b) great (c) messy (d) compulsory
25. The study of the population growth indicates one of the greatest **paradoxes** of our time.
    (a) opposite points (b) parodies (c) plays (d) tragic points
26. Usually with **inadequate** supplies of power and light.
    (a) imperfect (b) perfect (c) accurate (d) great
27. The goods the country exports are nearly always raw materials which are much more subject to price **fluctuations**.
    (a) changes (b) fall (c) rise (d) stability
28. We have the power to **abolish** war if we have the will.
    (a) impose (b) suppose (c) end (d) favour

Answers

1.	(c)	2.	(a)	3.	(c)	4.	(a)	5.	(a)
6.	(c)	7.	(a)	8.	(c)	9.	(b)	10.	(d)
11.	(c)	12.	(a)	13.	(a)	14.	(b)	15.	(d)
16.	(c)	17.	(b)	18.	(d)	19.	(a)	20.	(d)
21.	(b)	22.	(c)	23.	(a)	24.	(b)	25.	(a)
26.	(a)	27.	(a)	28.	(c)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Pangs	Pains	Disaster	Destruction	Mortality	Death rate
Stare	Look	Averted	Evaded	Blotches	Spots
Liquorice	Plant	Plentiful	Abundant	Deformed	Deshaped
Famine	Dearth	Folk-lore	Local songs	Depressed	Dejected
Grave	Serious	Poaching	Stealing	Massive	Great
Starvation	Hunger	Perished	Died	Paradoxes	Opposite points
Carved	Engraved	Cope with	Deal with	Inadequate	Imperfect
Reign	Rule	Isolated	Remote	Fluctuations	Changes
Scarce	Short	Tremendous	Great	Abolish	End

The Jewel of The World

Short Questions Answers

Q.1 Who is the writer of the essay "The Jewel of The World"?

Ans. Philip K. Hitti is the writer of the essay "The Jewel of The World".

Q.2 When and by whom was the Umayyad dynasty overthrown?

Ans. It was in 750 that the Umayyad dynasty in Damascus was overthrown by the Abbasid family.

Q.3 How was Abbasids' accession signalized?

Ans. It was signalized by a ruthless killing of every member of the defeated house.

Q.4 Who was prominent among the few Umayyads who escaped?

Ans. Among the very few who escaped was a youth of twenty, Abd-al-Rahman, a striking young man, tall, lean, with sharp, aquiline features and red hair.

Q.5 How and where did Abd-al-Rahman keep in power the Umayyad dynasty?

Ans. In Spain he fought his way to mastery, and kept in power the Umayyad dynasty which was wiped out in the East.

Q.6 Why is Abd-al-Rahman's story dramatic?

Ans. He was on the left bank of the Euphrates when horsemen suddenly appeared. He jumped into the river with his brother. On promise of safety his brother returned and was killed but he got the opposite bank.

Q.7 In what condition did Abd-al-Rahman reach Palestine?

Ans. Afoot, friendless and penniless, he set out south-westward, made his way after great hardships to Palestine.

Q.8 What happened with Abd-al-Rahman in North Africa?

Ans. In North Africa he barely escaped assassination at the hands of the governor of the province.

Q.9 Where did Abd-al-Rahman reach after North Africa and when?

Ans. Wandering from tribe to tribe he finally reached Ceuta, five years later.

Q.10 Why was Abd-al-Rahman given refuge in Ceuta?

Ans. He was a grandson of the tenth caliph of Damascus, and his maternal uncles were Berbers from that district of North Africa. They offered him refuge.

Q.11 Why and where was Abd-al-Rahman made leader?

Ans. In the south of Spain, across the strait from Ceuta, were stationed Syrian troops from Damascus. He made his way to them and they accepted him as leader.

Q.12 What did Abd-al-Rahman do with governor of Spain appointed by the Abbasid caliph?

Ans. He killed him and sent his head preserved.

Q.13 What did the Abbasid Caliph say when he saw the head of his governor?

Ans. He said "Thanks be to Allah for having placed the sea between us and such a foe!"

Q.14 Which type of army did Abd-al-Rahman develop?

Ans. Abd-al-Rahman developed a well-disciplined, highly trained army of 40000 or more Berbers.

Q.15 When did Abd-al-Rahman discontinue the Friday sermon?

Ans. In 773, he discontinued the Friday sermon delivered in the name of the Abbasid caliph, but did not assume the caliph's title himself.

Q.16 What did Abd-al-Rahman and his successors content themselves with?

Ans. He and his successors down to Abd-al-Rahman III contented themselves with the title "amir".

Q.17 What did Spain do under Abd-al-Rahman I?

Ans. Under Abd-al-Rahman I, Spain shook off the authority of the recognized caliph in Islam.

Q.18 How did Abd-al-Rahman I show himself in the arts of peace?

Ans. He beautified the cities of his domain, built an aqueduct for the supply of pure water to the capital, ordered the construction of a wall round it and erected for himself a palace and garden outside Cordova in imitation of the palace built by an ancestor in north-eastern Syria.

Q.19 When did Abd-al-Rahman I found the great mosque of Cordova?

Ans. In 788 Abd-al-Rahman founded the great Mosque of Cordova as a rival to the two mosques of Islam in Jerusalem and Makkah.

Q.20 What was the mosque of Cordova turn into after the Muslim rule in Spain?

Ans. This noble structure was turned into a Christian cathedral in 1236.

Q.21 What is the mosque of Cordova called nowadays?

Ans. It is called "La Mezquita," the mosque.

Q.22 What does Guadalquivir mean?

Ans. The Guadalquivir means "the great river".

Q.23 What did the Umayyad regime do in Spain besides the material welfare of their people?

Ans. It initiated the intellectual movement which made Islamic Spain from the ninth to the eleventh centuries one of the two centres of world culture.

Q.24 What was Cordova famous for?

Ans. It was famous for seven hundred mosques and three hundred public baths.

Q.25 How big was al-Zahra and where was it situated?

Ans. It had four hundred rooms and apartments housing thousands of slaves and guards and stood northwest of the town overlooking the Guadalquivir River.

Q.26 How many people worked during the construction of al-Zahra?

Ans. 10,000 workmen with 1500 beasts of burden laboured on it for a score of years.

Q.27 What was the caliph surrounded himself in al-Zahra?

Ans. In al-Zahra the caliph surrounded himself with a bodyguard of "Slaves" which numbered 3750 and headed his standing army of a hundred thousand men.

Q.28 How did the caliph check treason and reduce the influence of the old Arab Aristocracy?

Ans. With the help of his slaves or bodyguards, the caliph not only kept treason and brigandage in check but reduced the influence of the old Arab aristocracy.

Q.29 How old was Abd-al-Rahman I when he died?

Ans. He died at the ripe age of seventy-three.

Q.30 What statement did Abd-al-Rahman I make before dying about his life?

Ans. He said that he had known only fourteen days of happiness.

Q.31 What had reduced the Muslim State of Spain in the year 912?

Ans. In the year 912, civil disturbances and tribal revolts had reduced the Muslim state of Spain to the city of Cordova and its neighbourhood.

Q.32 In what respect was the third Add-al-Rahman III like his predecessor?

Ans. The third Abd-al-Rahman, like his illustrious predecessor, was a young man of twenty-three and like him was a man of intelligence and determination.

Q.33 How long did the reign of Abd-al-Rahman III last?

Ans. His reign lasted for fifty years, from 912 to 961 an exceptionally long time for that day.

Q.34 Who started the Umayyad Caliphate in Spain?

Ans. Abd-al-Rehman III started Umayyad caliphate in Spain.

Q.35 Whose reign marked the height of Muslim rule in the West?

Ans. The reign of Abd-al-Rehman III and that of his two immediate successors marked the height of Muslim rule in the West.

Q.36 Which were the three cultural centres of the world in tenth century?

Ans. Cordova, Constantinople and Baghdad were the three cultural centres of the world in tenth century.

Q.37 Why did Cordova gain international fame in tenth century?

Ans. With its one hundred and thirteen thousand homes, twenty-one suburbs, seventy libraries and numerous bookshops, mosques and places it acquired international fame and inspired awe and admiration in the hearts of travelers.

Q.38 What did the rulers of Leon, Navarre or Barcelona look forward in times of need?

Ans. Whenever they needed a surgeon, and architect, a master-singer, or a dress-maker, they would always look forward to Cordova.

Q.39 Who styled Cordova "The Jewel of The World"?

Ans. A German Saxon nun styled it "The Jewel of the World".

Q.40 Which art flourished in Spain under the Caliphate?

Ans. The leather industry flourished in Spain under the Caliphate.

Q.41 Which art was carried from Spain to Morocco?

Ans. From Spain, the art of tanning and embossing leather was carried to Morocco.

Q.42 Which country did originally monopolize raisings of silk worms?

Ans. Originally China monopolized the raising of silk worms.

Q.43 What did Almeria produce?

Ans. Almeria produced glassware and brass work.

Q.44 What were Jaen and Algarve noted for?

Ans. Jaen and Algarve were noted for their mines of gold and silver.

Q.45 How did the Spanish Arabs introduced agricultural methods?

Ans. They dug canals, cultivated grapes and introduced, among other plants and fruits, rice, apricots, peaches, pomegranates, oranges, sugarcane, cotton and saffron.

Q.46 What was the lasting gift to Spain by the Arabs?

Ans. The agricultural development was one of the glories of Muslim Spain and one of the Arabs' lasting gifts to the land.

Q.47 Which character have the Spanish gardens preserved to this day?

Ans. The Spanish gardens have preserved to this day a "Moorish" character.

Q.48 Which is one of the best known garden?

Ans. One of the best-known gardens is the Generalife – a word which comes from the Arabic, Jannat al-arif.

Q.49 What does Generalife mean?

Ans. It means "The inspector's paradise".

Q.50 What is Generalife proverbial for?

Ans. It is "proverbial for its extensive shades, falling waters and soft breeze." It was in the form of an amphitheatre and irrigated by streams.

Q.51 Which was the greatest river port of Muslim Spain?

Ans. Seville was one of the greatest river ports of Muslim Spain.

Q.52 What shows Spanish Arabs' supremacy?

Ans. The international nautical vocabulary of the modern world shows Arab supremacy on the seas.

Q.53 On which pattern did the government model its coinage?

Ans. It modeled its coinage on Eastern patterns, with the dinar as the gold unit and the dirham as the silver unit.

Q.54 Where was Arab money used other than Spain?

Ans. It was used in the Christian kingdom of the north.

Q.55 Why was Arab money used in Christian kingdom of the North?

Ans. For nearly four hundred years they had no coinage other than Arabic or French.

Q.56 In which fields does the real glory of the Muslim Arab lie?

Ans. The real glory of this period lies in fields other than political.

Q.57 What was Al-Hakam famous for?

Ans. Al-Hakam was famous for his love for scholars and learning. He established twenty-seven free schools in the capital.

Q.58 To which two institutions did the University of Cordova precede?

Ans. It preceded both al-Azhar at Cairo and the Nizamiyah of Baghdad, and attracted Christian and Muslim students not only from Spain but from other parts of Europe, Africa and Asia.

Q.59 Why and where did the agents of Al-Hakam ransack the bookshops?

Ans. His agents ransacked the bookshops of Alexandria, Damascus and Baghdad with a view to buying or copying manuscripts.

Q.60 Who was the best scholar among Muslim Caliphs?

Ans. Al-Hakam was probably the best scholar among Muslim Caliphs.

Q.61 Why did Al-Hakam send a thousand dinaar to the author of 'Aghani'?

Ans. Al-Hakam sent the author of 'Aghani' a thousand dinars to secure the first copy.

Q.62 What did the Dutch Scholar Dozy say?

Ans. He said that nearly everyone could read and write in Spain at that time.

Q.63 What was the learning conditions in Christian Europe at the time of Muslim Arabs in Spain?

Ans. In Christian Europe only the rudiments of learning were known, and that chiefly by a few churchmen.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. It was in 750 that the Umayyad **dynasty** in Damascus was overthrown by the Abbasid family.

   (a) line of rulers (b) line of fighters (c) line of devastators (d) line of subjects

2. It was in 750 that the Umayyad dynasty in Damascus was **overthrown** by the Abbasid family.

   (a) ousted (b) grown (c) scratched (d) injured

3. **Accession** of the Abbasids to the caliphate was signalized by a ruthless extermination of every member of the defeated house.

   (a) assassination (b) coming (c) killing (d) passion

4. Accession of the Abbasids to the caliphate was **signalized** by a ruthless extermination of every member of the defeated house.

   (a) depreciate (b) distinguished (c) reported (d) appreciated

5. Accession of the Abbasids to the caliphate was signalized by a **ruthless** extermination of every member of the defeated house.

   (a) deliberate (b) inferior (c) superior (d) pitiless

6. Accession of the Abbasids to the caliphate was signalized by a ruthless **extermination** of every member of the defeated house.

   (a) examination (b) deterioration (c) expulsion (d) killing

7. Abd-al-Rahman, a striking young man, tall, lean, with sharp, **aquiline** features.
   (a) bird like (b) apple like (c) eagle like (d) vulture like
8. A youth of **exceptional** nerve and ability.
   (a) acceptable (b) superb (c) mediocre (d) ordinary
9. He kept in power there the Umayyad dynasty which was **wiped out** in the East.
   (a) banished (b) struck (c) flourishing (d) destroyed
10. Horsemen carrying the black **standards** of the Abbasids suddenly appeared.
    (a) flags (b) weapons (c) guns (d) spears
11. With his thirteen year old brother, Adbal-Rahman **dashed** into the river.
    (a) drowned (b) threw (c) jumped (d) swam
12. The younger brother, **evidently** a poor swimmer, became frightened.
    (a) bravely (b) obviously (c) critically (d) seriously
13. **Heeded** the reassurances shouted from the bank that he would be unharmed if he returned; and swam back.
    (a) considered (b) calling (c) shouting (d) crying
14. Heeded the **reassurances** shouted from the bank that he would be unharmed if he returned; and swam back.
    (a) calls (b) promises (c) cries (d) insurance
15. **Afoot**, friendless and penniless, he set out south-west ward.
    (a) without shoes (b) on foot (c) alone (d) sad
16. In North Africa he barely escaped **assassination** at the hands of the governor of the province.
    (a) punishment (b) capture (c) killing (d) prison
17. Wandering from tribe to tribe, always **pursued** by the spies of the new dynasty, he finally reached Ceuta.
    (a) ensued (b) exercised (c) chased (d) ran
18. Wandering from tribe to tribe, always pursued by the **spies** of the new dynasty, he finally reached Ceuta.
    (a) secret agents (b) spices (c) soldiers (d) policeman
19. They offered him **refuge**.
    (a) price (b) shelter (c) money (d) huge

20. In the south of Spain, across the **strait** from Ceuta, were stationed Syrian troops from Damascus.
   (a) sea (b) a narrow belt of water (c) straight (d) river

21. It took him some years more to bring all of Spain to **subjection**, but he persisted.
   (a) dejection (b) collection (c) rule (d) rejection

22. It took him some years more to bring all of Spain to subjection, but he **persisted**.
   (a) aggrieved (b) treated (c) retreated (d) withstood

23. The Abbasid caliph in Baghdad appointed a governor of Spain to **contest** his rule.
   (a) snub (b) touch (c) contact (d) challenge

24. Thanks be to Allah for having placed the sea between us and such a foe! was the caliph's **fervent** rejoinder.
   (a) sincere (b) serious (c) rash (d) rude

25. Thanks be to Allah for having placed the sea between us and such a foe! was the caliph's fervent **rejoinder**.
   (a) joining (b) reply (c) hope (d) decision

26. In the process of **subduing** his adversaries Abd-al-Rahman developed a well-disciplined, highly trained army of 40,000 or more Berbers.
   (a) aggression (b) defeating (c) war (d) fight

27. In the process of subduing his **adversaries** Abd-al-Rahman developed a well-disciplined, highly trained army of 40,000 or more Berbers.
   (a) opposite (b) enemies (c) armies (d) citizens

28. His discontinued the Friday **sermon** hitherto delivered in the name of the Abbasid caliph.
   (a) gossip (b) advice (c) gabble (d) declamation

29. He and his **successors** down to Abd-al-Rahman III contented themselves with the title "amir".
   (a) succeeders (b) reader (c) leader (d) return

30. Under Abd-al-Rahman I, Spain had thus been the first province to **shake off** the authority of the recognized caliph in Islam.
   (a) test (b) try (c) mix (d) take off

31. With his **realm** consolidated, Abd-al-Rahman turned to the arts of peace.
   (a) health (b) government (c) country (d) province

32. He beautified the cities of his **domain**.

(a) own (b) kingdom (c) realm (d) government

33. He erected for himself a palace and garden outside Cordova in **imitation** of the palace built by an ancestor in north-eastern Syria.

(a) want (b) pursuit (c) invitation (d) replica

34. He erected for himself a palace and garden outside Cordova in imitation of the palace built by an **ancestor** in north-eastern Syria.

(a) ancient (b) forefather (c) successor (d) elder

35. To his villa he brought water, introduced **exotic** plants.

(a) beautiful (b) imported (c) local (d) original

36. To a lonely palm-tree in his garden said to be the first imported from Syria, he addressed some **tender** verses of his own composition.

(a) soft (b) love (c) sad (d) grievous

37. Completed and enlarged by his successors, it soon became the **shrine** of western Islam.

(a) centre (b) axis (c) desire (d) holy place

38. Besides the great mosque the capital could already **boast** a bridge.

(a) establish (b) construct (c) possess (d) built

39. Nor were the interests of the founder of the Umayyad **regime** limited to the material welfare of his people.

(a) province (b) religion (c) reign (d) region

40. In more than one sense he **initiated** the intellectual movement which made Islamic Spain from the ninth to the eleventh centuries one of the two centres of world culture.

(a) abbreviated (b) started (c) penetrated (d) inserted

41. In more than one sense he initiated the **intellectual** movement which made Islamic Spain from the ninth to the eleventh centuries one of the two centres of world culture.

(a) linguistic (b) royal (c) learning (d) ethenical

42. It received **envoys** from the Byzantine emperor as well as from the monarchs of Germany, Italy and France.

(a) soldiers (b) enemies (c) ambassadors (d) politicians

43. Its seat, Cordova, with half a million inhabitants, seven hundred mosques and three hundred public baths, **yielded** in magnificence only to Baghdad and Constantinople.

(a) bore (b) strove (c) preceded (d) expected

44. Columns as well as basins with golden statues were imported or received as **presents** from Constantinople.

(a) gifts (b) things (c) articles (d) documents

45. Enlarged and beautified by later caliphs, al-Zahra became the **nucleus** of a royal suburb whose remains, partly excavated in and after 1910, can still be seen.

(a) pride (b) excellence (c) centre (d) nuclear

46. Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal **suburb** whose remains, partly excavated in and after 1910, can still be seen.

(a) outskirts (b) superb (c) magnificent (d) shrub

47. Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal suburb whose remains, partly **excavated** in and after 1910, can still be seen.

(a) forgotten (b) dug (c) fixed (d) ruined

48. With there aid the caliph not only kept **treason** and brigandage in check but reduced the influence of the old Arab aristocracy.

(a) respect (b) loyalty (c) disloyalty (d) politicians

49. With there aid the caliph not only kept treason and **brigandage** in check but reduced the influence of the old Arab aristocracy.

(a) rebels (b) troops (c) robbery (d) brigade

50. With there aid the caliph not only kept treason and brigandage in check but reduced the influence of the old Arab **aristocracy**.

(a) upper class (b) lower class (c) middle class (d) proletariat class

51. Commerce and agriculture **flourished** and the sources of income for the state were multiplied.

(a) diminished (b) prospered (c) finished (d) perished

52. Commerce and agriculture flourished and the sources of income for the state were **multiplied**.

(a) authentic (b) increased (c) decreased (d) abundant

53. The royal revenue amounted to 6,245,000 dinars, a third of which **sufficed** for the army and a third for public works.

(a) subtracted (b) multiplied (c) provided (d) distributed

54. Never before was Cordova so prosperous, Andalusia so rich and the state so **triumphant**.

(a) victorious (b) troublesome (c) awesome (d) beautiful

55. As always, under any dynasty, **sovereignty** in the Muslim world, West or East, was unstable.

(a) management (b) supremacy (c) cities (d) provinces

56. In Spain the Umayyad dynasty kept the **nominal** rule from the time Abd-al-Rahman I imposed it.

(a) big (b) large (c) small (d) wide

57. In Spain the Umayyad dynasty kept the nominal rule from the time Abd-al-Rahman I **imposed** it.

(a) ordered (b) conceited (c) received (d) established

58. By the time of the **ascension** of the next outstanding figure in the dynasty, Abd-al-Rahman III, in the year 912, civil disturbances and tribal revolts had reduced the Muslim state of Spain to the city of Cordova and its neighbourhood.

(a) acceptance (b) ascending (c) absence (d) reliance

59. The third Abd-al-Rahman, like his **illustrious** predecessor, was a young man.

(a) lightening (b) skilled (c) precious (d) famous

60. One by one he reconquered the lost provinces, reduced them to order and administered them with **sagacity** and ability.

(a) stupidity (b) wisdom (c) liberty (d) literacy

61. It acquired international fame and inspired **awe** and admiration in the hearts of travelers.

(a) smile (b) fear (c) bravery (d) spirit

62. It enjoyed miles of paved streets **illuminated** by lights from the bordering houses.

(a) dark (b) lighted (c) dim (d) deprived

63. Whoever stepped over his **threshold** on a rainy day stepped up to his ankles in mud.

(a) beating (b) doorway (c) stronghold (d) ran

64. The fame of the Muslim capital **penetrated** to distant Germany, where a Saxon nun styled it "the jewel of the world".

(a) established (b) spreading (c) liked (d) heard

65. The raising of silk worms, originally a **monopoly** of the Chinese, was introduced by Muslims into Spain, where it thrived.

(a) game (b) sport (c) supremacy (d) disease

66. The raising of silk worms, originally a monopoly of the Chinese, was introduced by Muslims into Spain, where it **thrived**.

(a) thieved (b) prosper (c) snatched (d) banished

67. Here wheat and other grains, as well as olives and other fruits, were raised by a **peasantry** who worked the soil on shares with the owners.

(a) forestry (b) workman (c) tiller (d) legendary

68. The international **nautical** vocabulary of the modern world contains not a few words which testify to the former Arab supremacy on the seas-admiral, arsenal, average, cable.

(a) linguistic (b) sailing (c) phonetic (d) Persian

69. It modeled its **coinage** on Eastern patterns.

(a) buildings (b) system of coins (c) palaces (d) water system

70. Under him the University of Cordova, founded in the principal mosque by Abd-al-Rahman III, rose to a place of **preeminence** among the educational institutions of the world.

(a) annoyance (b) priesthood (c) prominence (d) absence

71. He decorated it with **mosaics** brought by Byzantine artists.

(a) types (b) mud (c) patterns (d) beads

72. He invited professors from the East to the university and set aside **endowments** for their salaries.

(a) money (b) finances (c) companies (d) assets

73. In addition to the university, the capital housed a library of first **magnitude**.

(a) rate (b) number (c) class (d) immensity

74. Al-Hakam was a lover of books; his agents **ransacked** the bookshops of Alexandria, Damascus and Baghdad.

(a) bought (b) stole (c) searched (d) set up

75. His notes on certain manuscripts **rendered** them highly prized by later collectors.

(a) printed (b) made (c) destroyed (d) sold

76. All this when in Christian Europe only the **rudiments** of learning were known, and that chiefly by a few churchmen.

(a) rough (b) end (c) basics (d) books

Answers

1.	(a)	2.	(a)	3.	(b)	4.	(b)	5.	(d)
6.	(d)	7.	(c)	8.	(b)	9.	(d)	10.	(a)
11.	(c)	12.	(b)	13.	(a)	14.	(b)	15.	(b)
16.	(c)	17.	(c)	18.	(a)	19.	(b)	20.	(b)
21.	(c)	22.	(d)	23.	(d)	24.	(a)	25.	(b)
26.	(b)	27.	(b)	28.	(b)	29.	(a)	30.	(d)
31.	(b)	32.	(b)	33.	(d)	34.	(b)	35.	(b)
36.	(a)	37.	(d)	38.	(c)	39.	(c)	40.	(b)
41.	(c)	42.	(c)	43.	(a)	44.	(a)	45.	(c)
46.	(a)	47.	(b)	48.	(c)	49.	(c)	50.	(a)
51.	(b)	52.	(b)	53.	(c)	54.	(a)	55.	(b)
56.	(c)	57.	(d)	58.	(b)	59.	(d)	60.	(b)
61.	(b)	62.	(b)	63.	(b)	64.	(b)	65.	(c)
66.	(b)	67.	(c)	68.	(b)	69.	(b)	70.	(c)
71.	(c)	72.	(d)	73.	(d)	74.	(c)	75.	(b)
76.	(c)								

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Dynasty	Line of rulers	Adversaries	Enemies	Multiplied	Increased
Overthrown	Ousted	Sermon	Advice	Sufficed	Provided
Accession	Coming	Successors	Succeeders	Triumphant	Victorious
Signalized	Distinguished	Shake off	Take off	Sovereignty	Supremacy
Ruthless	Pitiless	Realm	Government	Nominal	Small
Extermination	Killing	Domain	Kingdom	Imposed	Established
Aquiline	Eagle like	Imitation	Replica	Ascension	Ascending
Exceptional	Superb	Ancestor	Forefathers	Illustrious	Famous
Wiped out	Destroyed	Exotic	Imported	Sagacity	Wisdom
Standards	Flags	Tender	Soft	Awe	Fear
Dashed	Jumped	Shrine	Holy place	Illuminated	Lighted
Evidently	Obviously	Boast	Possess	Threshold	Doorway
Heeded	Considered	Regime	Reign	Penetrated	Spreading
Reassurance	Promises	Initiated	Started	Monopoly	Supremacy
Afoot	On foot	Intellectual	Learning	Thrived	Prosper
Assassination	Killing	Envoys	Ambassadors	Peasantry	Tiller
Pursued	Chased	Yielded	Bore	Nautical	Sailing
Spies	Secret agents	Presents	Gifts	Coinage	System of coins
Refuge	Shelter	Nucleus	Center	Preeminence	Prominence
Subjection	Rule	Suburb	Outskirts	Mosaics	Patterns
Persisted	Withstood	Excavated	Dug	Endowments	Assets
Contest	Challenge	Treason	Disloyalty	Magnitude	Immensity
Fervent	Sincere	Brigandage	Robbery	Ransacked	Searched
Rejoinder	Reply	Aristocracy	Upper class	Rendered	Made
Subduing	Defeating	Flourished	Prospered	Rudiments	Basic

TEXTBOOK-II

(Modern Prose and Heroes)

PART-II

Short Questions / Answers
&
Multiple Choice Questions

ACCORDING TO THE NEW PAPER PATTERN
2008 & ONWARD

As prescribed by all Boards of Intermediate and Secondary Education

First Year At Harrow

Short Questions Answers

Q.1 Who is the writer of the essay "First Year At Harrow"?

Ans. Sir Winston S. Churchill is the writer of the essay "First Year At Harrow".

Q.2 When did the writer enter the inhospitable regions of examinations?

Ans. He had scarcely passed his twelfth birthday when he entered the inhospitable regions of examinations.

Q.3 What was the writer destined to?

Ans. He was destined to journey through the inhospitable regions of examinations for the next seven years.

Q.4 What were examinations to the writer?

Ans. The examinations were a great trial to the writer.

Q.5 In which subjects did the writer would like to be examined?

Ans. He would like to have been examined in history, poetry and writing essays.

Q.6 What were the examiners partial to?

Ans. The examiners were partial to Latin and Mathematics.

Q.7 What did the writer feel about the questions asked to him on Latin and Mathematics in examinations?

Ans. The questions which the examiners asked on both these subjects were almost invariably he was unable to suggest a satisfactory answer.

Q.8 What did the examiners like to do?

Ans. They always tried to ask what the writer did not know.

Q.9 What did the examiners do when the writer would be willing?

Ans. When the writer would have willingly displayed his knowledge, they tried to show his ignorance.

Q.10 How did the writer do in the examinations?

Ans. He did not do well in the examinations.

Q.11 Who was the Headmaster at Harrow?

Ans. Mr. Welldon was the Headmaster at Harrow.

Q.12 How did Mr. Welldon judge Churchill's ability in the Entrance Examination?

Ans. Mr. Welldon took a broadminded view of his Latin prose and showed understanding in judging his general ability.

Q.13 What was Churchill found in his Latin paper in the Entrance Examination?

Ans. He was found unable to answer a single question in the Latin paper.

Q.14 What did Churchill do in his Latin paper?

Ans. He wrote his name at the top of the page. He wrote down the number of the question 'I'. After much reflection he put a bracket round it thus '(I)'. But thereafter he could not think of anything connected with it that was either relevant or true.

Q.15 What happened incidentally to Churchill's Latin paper?

Ans. Incidentally there arrived a blot and several smudges on the paper. He gazed for two whole hours at this sad scene.

Q.16 How did Mr. Welldon drew the conclusion about Churchill's passing into Harrow?

Ans. It was slight indications of scholarship that Mr. Welldon drew the conclusion that he was worthy to pass into Harrow.

Q.17 What type of a man was Mr. Welldon in Churchill's opinion?

Ans. In Churchil's opinion he was a man capable of looking beneath the surface of things: a man not dependent upon paper manifestations.

Q.18 How had the writer always thought of Mr. Welldon in his life?

Ans. He had always had the greatest regard for him.

Q.19 What was the consequence of Mr. Welldon's decision?

Ans. The writer was in due course placed in the third, or lowest, division of the Fourth, or bottom.

Q.20 How were the names of boys printed in the school list?

Ans. The names of the new boys were printed in the School List in alphabetical order.

Q.21 Why did Churchill gain no advantage from his name?

Ans. His correct name, Spencer-Churchill, began with an 'S', he gained no more advantage from the alphabet than from the wider sphere of letters.

Q.22 Where was Churchill placed at school?

Ans. He was placed at only two from the bottom of the whole school.

Q.23 How long did Churchill remain in unpretentious situation?

Ans. He continued in this unpretentious situation for nearly a year.

Q.24 What advantage did Churchill gain over clever boys by being in the lowest form?

Ans. By being so long in the lowest form he gained an immense advantage over the clever boys. They all went on to learn Latin and Greek and splendid things like that. But he was taught English.

Q.25 Why was only English taught to the writer and some other students?

Ans. They were considered such dunces that they could learn only English.

Q.26 How does the writer remember Mr. Somervell?

Ans. The writer says that Mr. Somervell was a most delightful man, to whom his debt is great.

Q.27 What duty was Mr. Somervell charged with?

Ans. Mr. Somervell was charged with the duty of teaching English to the stupidest boys.

Q.28 What did Mr. Somervell teach to Churchill and his companions?

Ans. They not only learnt English parsing thoroughly, but they also practiced English analysis.

Q.29 What system did Mr. Somervell have?

Ans. Mr. Somervell had a system of his own. He took a fairly long sentence and broke it up into its components by means of black, red, blue and green inks: Subject, Verb, Object, Relative Clauses, Conditional Clauses, Conjunctive and Disjunctive Clauses! Each had its colour and its bracket.

Q.30 How long did Churchill remain in the third?

Ans. He remained in the third three times as long as anyone else.

Q.31 What did Churchill got into his bones?

Ans. He got into his bones the essential structure of the ordinary British sentence.

Q.32 Why had Churchill's school-fellows won prizes?

Ans. His school-fellows had won prizes and distinction for writing beautiful Latin poetry and pithy Greek epigrams.

Q.33 Where did Churchill's school-fellows with distinction come down to?

Ans. They had to come down to common English, to earn their living or make their way.

Q.34 What is Churchill biased of?

Ans. He is biased in favour of boys learning English.

Q.35 What would Churchill do with boys?

Ans. He would make them all learn English: and then he would let the clever ones learn Latin as an honour, and Greek as a treat.

Q.36 Why would Churchill whip the boys for?

Ans. The only thing he would whip them for is not knowing English. He would whip them hard for that.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. I had scarcely passed my twelfth birthday when I entered the **inhospitable** regions of examinations.
   (a) hasty (b) kind (c) host (d) unkind
2. Through which for the next seven years I was **destined** to journey.
   (a) coming (b) predetermined (c) planning (d) deciding
3. These examinations were a great **trial** to me.
   (a) hurdle (b) obstacle (c) test (d) difficulty
4. The subjects which were dearest to the examiners were almost **invariably** those I fancied least.
   (a) always (b) definitely (c) certainly (d) rarely
5. The subjects which were dearest to the examiners were almost invariably those I **fancied** least.
   (a) proposed (b) liked (c) assumed (d) supposed
6. The examiners, on the other hand, were **partial** to Latin and Mathematics.
   (a) thinking (b) loving (c) biased (d) hatred
7. And their will **prevailed**.
   (a) availed (b) dominated (c) degenerated (d) remained
8. When I would have willingly displayed my knowledge, they sought to **expose** my ignorance.
   (a) disclose (b) think (c) catch (d) dispose

9. When I would have willingly displayed my knowledge, they sought to expose my **ignorance**.
   (a) poverty (b) wealth (c) unknowing (d) knowledge
10. He showed **discernment** in judging my general ability.
    (a) favour (b) liability (c) disability (d) understanding
11. After much **reflection** I put a bracket round it.
    (a) thinking (b) time (c) endeavour (d) effort
12. Incidentally there arrived from nowhere in particular a blot and several **smudges**.
    (a) flies (b) spots (c) papers (d) pieces
13. I **gazed** for two whole hours at this sad spectacle.
    (a) watched (b) saw (c) stared (d) looked
14. I gazed for two whole hours at this sad **spectacle**.
    (a) optical (b) event (c) incident (d) scene
15. Then merciful **ushers** collected my piece of foolscap with all the others.
    (a) attendants (b) policemen (c) watchmen (d) persons
16. It was from these **slender** indications of scholarship that Mr. Welldon drew the conclusion that I was worthy to pass into Harrow.
    (a) serious (b) hard (c) slight (d) sharp
17. He was a man not dependent upon paper **manifestations**.
    (a) appearances (b) records (c) prints (d) money
18. I continued in this **unpretentious** situation for nearly a year.
    (a) unprecedented (b) fatal (c) disastrous (d) unimportant
19. They all went on to learn Latin and Greek and **splendid** things like that.
    (a) magnificent (b) difficult (c) problematic (d) curious
20. We were considered such **dunces** that we could learn only English.
    (a) intelligent (b) kids (c) goofs (d) sharpers
21. Not only did we learn English **parsing** thoroughly, but we also practiced continually.
    (a) translation (b) analysis (c) tenses (d) grammar
22. He took a fairly long sentence and broke it up into its **components**.
    (a) compounds (b) words (c) spelling (d) elements

23. It was a kind of **drill**.

(a) exercise (b) trouble (c) case (d) solution

24. I learned it **thoroughly**.

(a) through (b) mildly (c) completely (d) briefly

25. My school-fellows who had won prizes and distinction for writing such beautiful Latin poetry and **pithy** Greek epigrams had to come down again to common English.

(a) difficult (b) concise (c) verbose (d) heavy

26. My school-fellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek **epigrams** had to come down again to common English.

(a) proverbs (b) grammar (c) literature (d) tenses

27. Naturally I am **biased** in favour of boys learning English.

(a) harsh (b) stern (c) partial (d) rude

28. I would let the clever ones learn Latin as an honour, and Greek as a **treat**.

(a) practice (b) pleasure (c) treatment (d) test

29. But the only thing I would **whip** them for is not knowing English.

(a) punish (b) teach (c) tell (d) advise

Answers

1.	(d)	2.	(b)	3.	(c)	4.	(a)	5.	(b)
6.	(c)	7.	(b)	8.	(a)	9.	(c)	10.	(d)
11.	(a)	12.	(b)	13.	(c)	14.	(d)	15.	(a)
16.	(c)	17.	(a)	18.	(d)	19.	(a)	20.	(c)
21.	(b)	22.	(d)	23.	(a)	24.	(c)	25.	(b)
26.	(a)	27.	(c)	28.	(b)	29.	(a)		

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Inhospitable	Unkind	Reflection	Thinking	Parsing	Analysis
Destined	Predetermined	Smudges	Spots	Components	Elements
Trial	Test	Gazed	Stared	Drill	Exercise
Invariably	Always	Spectacle	Scene	Thoroughly	Completely
Fancied	Liked	Ushers	Attendants	Pithy	Concise
Partial	Biased	Slender	Slight	Epigrams	Proverbs
Prevailed	Dominated	Manifestations	Appearances	Biased	Partial
Expose	Disclose	Unpretentious	Unimportant	Treat	Pleasure
Ignorance	Unknowing	Splendid	Magnificent	Whip	Punish
Discernment	Understanding	Dunces	Goofs		

Hitch-Hiking Across The Sahara

Short Questions Answers

Q.1 Who is the writer of the essay "Hitch-Hiking Across The Sahara"?

Ans. G.F. Lamb is the writer of the essay "Hitch-Hiking Across The Sahara".

Q.2 Why would we have difficulty in finding England if it were put down in the middle of Sahara?

Ans. The full Sahara area is many times the size of Great Britain therefore it would be difficult to find it.

Q.3 Which country does control about half of Sahara?

Ans. About half of this gigantic area is mainly under French control.

Q.4 What has brought changes in Sahara?

Ans. The discovery of oil beneath the sand has begun to bring changes.

Q.5 What has Sahara been less than three years ago?

Ans. Most of the area had consisted of immense stretches of barren sand, intensely hot during the day, with few water wells and little vegetation.

Q.6 How was Sahara populated?

Ans. Large parts were almost unpopulated. In other parts there were just a few towns very widely scattered, and occasional wandering tribes of Arabs or Berbers.

Q.7 Who decided to hitch-hike in Sahara and when?

Ans. Robert Christopher, a young American, decided to hitch-hike in the Sahara in 1956.

Q.8 What did Christopher's fostermother threaten him of as a child?

Ans. When he was a child, every time he was naughty, his fostermother used to threaten to send him to Timbuktu.

Q.9 How did the threat of Christopher's mother affect him?

Ans. Instead of alarming him, the idea aroused in him a keen desire to see Timbuktu.

Q.10 What was it that gripped Christopher as a young man?

Ans. By the time he was a young man he was firmly gripped by the wanderlust.

Q.11 What was Christopher's first adventure?

Ans. His first adventure was to go round the world at the cost of eighty dollars.

Q.12 What did Christopher decide after his first adventure?

Ans. He determined that his next journey should be to travel right across the Sahara from Algeirs to Timbuktu.

Q.13. Where did the trans-Sahara journey begin?

Ans. The trans-Sahara journey began at a little town, Boussaada, known to the natives as the "Port of the Sahara".

Q.14 What did Christopher do in Boussaada?

Ans. Christopher discovered that a desert truck was leaving for the south shortly, and he arranged with the driver to be given a lift as far as it went.

Q.15 How did Christopher get relief from the misery of slowly baking to death?

Ans. Christopher stopped a fast-moving weapons' carrier and begged the lieutenant in charge to relieve him from the misery of slowly baking to death at twenty miles an hour.

Q.16 Why was the lieutenant not willing to take Christopher?

Ans. The lieutenant pointed out that strict military regulations forbade the carrying of civilians.

Q.17 How did Christopher pursued the lieutenant to take him with him?

Ans. Christopher pursued the lieutenant by producing a permit from the War Ministry giving him permission to join the French Foreign Legion for a short period in order to collect material for an article.

Q.18 Where did the fast-moving weapon carrier drop Christopher?

Ans. It dropped him at the town of Ghardaia, a typical desert city.

Q.19 What was particular about Ghardaia that Christopher tells us?

Ans. Christopher states that food was constantly and completely covered with flies..... They had no hesitation in following the food right into your month.

Q.20 What did the children look like in Ghardaia in Christopher's opinion?

Ans. They looked like as if they all wore a mask of flies.

Q.21 How did Christopher leave for El Golea?

Ans. He left for El Golea on a new and powerful truck carrying all kinds of goods.

Q.22 How would the truck be dug out of the soft sand on way to El Golea?

Ans. Ten-foot strips of steel mesh were dragged from the truck and placed together to make runway for the wheels to bite on as the truck moved.

Q.23 What added to the discomfort of the journey of Christopher?

Ans. Details of a recent case in which three English people had attempted to cross a part of the desert in a car with only one day's water supply added to his discomfort when he knew that. Their car had become stuck in a sand dune, and three days later their bodies were found dried up like leaves.

Q.24 How did the story of the car and three dead bodies get vivid to Christopher?

Ans. The story got vivid on the second morning when the greaser announced that one of the two goatskin bags of water had burst during the night. Even if everything went well, the rest of the journey would not be pleasant.

Q.25 How had Christopher added to his misery on his journey to El Golea?

Ans. He had jumped bare-footed from the driver's cabin on one occasion, not realizing the intense heat of the sand. It was as if he had jumped into a bed of hot coals. With a scream of pain he hopped back into the truck.

Q.26 What does Christopher comment about his state of fierce thrust?

Ans. He says that everything was dead and dry and hot. His mind was foggy. He was on fire, the inside of his head felt dried up, and his lungs hurt from the hot air. He felt fainted and his head was pounding with such pain that it kept him conscious.

Q.27 What was the temperature at the outpost?

Ans. In the shade of the mud house the temperature reached 130^0F, while out on the sand the thermometer registered 165^0F.

Q.28 What did El Golea look like?

Ans. It was a fascinating little town, a true oasis, with so much water available that they did not know what to do with it.

Q.29 How did Christopher spend his time in El Golea?

Ans. Christopher spent hours bathing in a little pool half a kilometer from the centre of the town, shaded by palm-trees and fruit-trees, or lying on the cool grass beside the pool, watching the birds feasting on the dates.

Q.30 Where did Christopher go from El Golea?

Ans. He went from El Golea to In Salah.

Q.31 How was the journey to In Salah made?

Ans. It was made in a heavy truck carrying ten tones of ammunition, driven by an able and experienced driver.

Q.32 What was Christopher's worst experience on his way to In Salah?

Ans. He mixed a little wine with his water. He was suddenly overcome by a strange sickness. His head started to pound. He made a desperate effort to avoid falling on the blazing sand. Fortunately his fall woke the other two, and they dragged him completely into the shade.

Q.33 What is In Salah fighting for?

Ans. It is fighting a desperate battle for survival, and perhaps losing the contest. The sand is constantly encroaching on the town.

Q.34 Why were the truck driver and greaser reluctant to take Christopher with them at In Salah?

Ans. They believed him to be a French-man, and they disliked the French.

Q.35 Where did Christopher reach from In Salah?

Ans. He reached Tamanrasset.

Q.36 Which valuable contact did Christopher make in Tamanrasset?

Ans. Here Christopher made one of his most valuable contacts. This was Professor Claude Balanguernon.

Q.37 Who was Professor Claude Balanguernon?

Ans. He was a remarkable Frenchman who had devoted himself to helping the Tuareg people.

Q.38 What did Professor Claude Balanguernon succeed in?

Ans. He succeeded in convincing the Tauregs that education would be useful to them. Then most wisely, he adapted himself to their habits and customs.

Q.39 How did professor Balanguernon treat Christopher?

Ans. Balanguernon acted as Christopher's guide, host, and friend while he was in Tamanrasset.

Q.40 What did Christopher experience with professor's assistance?

Ans. He was able to spend a week in the encampment of the Tuareg Amenokal (King), an experience which he found fascinating.

Q.41 How are the Tuareg people?

Ans. They have great dignity, extreme honesty, high intelligence, and an ancient history.

Q.42 What did Christopher learn in Tamanrasset?

Ans. He learnt to ride a camel, which was a difficult task.

Q.43 On which transport had Christopher to continue his Sahara journey and why?

Ans. He had to continue his Sahara journey on camel. There were no more trucks.

Q.44 What did Balanguernon arrange for Christopher for his journey?

Ans. Balanguernon arranged for one of his most educated pupils, a young Tuareg noble named Boubaker, to act as guide for the first few days of the 1280 kilometers journey from Tamanrasset to Timbuktu.

Q.45 How did Christopher set off from Tamanrasset to Timbuktu?

Ans. The start was made at dawn, Boubaker and Christopher each on a camel, with a third carrying Christopher's supplies.

Q.46 What was the condition of Christopher's supplies on his way to Kidal?

Ans. There was only one tin of food left in Christopher's pack, and the four of them shared the beans it contained. His guides carried no food at all, and very little water.

Q.47 What was discovered on Christopher's way to Kidal when his supplies were almost finished?

Ans. At this point twenty large vultures were discovered, waiting for dead bodies to eat.

Q.48 Why were the vultures disappointed?

Ans. The vultures were disappointed because the four men went to sleep early and next morning they were still alive.

Q.49 What happened when Christopher and his companions reached the second waterhole?

Ans. When they reached it they found that this was also completely dry.

Q.50 How far was the next waterhole when Christopher's supplies were completely out?

Ans. The next waterhole was two days away and the travellers now had neither food nor water.

Q.51 What was the only chance of survival?

Ans. There was just one chance of survival. One of the six camels could be killed.

Q.52 How did the camel react when they decided to kill it?

Ans. The camel started screaming at the top of its voice.

Q.53 How did Christopher drink the fluid taken from the killed camel?

Ans. Christopher boiled it and even then he had to hold his nose while drinking it.

Q.54 Which was the region they were passed where they had to kill the camel?

Ans. The region through which they were passing was known as the Land of Thirst and Death.

Q.55 What was the Land of Thirst and Death notorious for?

Ans. It was an area notorious for sandstorms as well as for dried-up waterholes.

Q.56 What was the condition of the sandstorm?

Ans. The dunes seemed to be on fire, the peaks were melting away and the whole horizon was changing shape.

Q.57 How much sand did cover Christopher and his companions?

Ans. They all had seventy-five milli-metres of sand completely covering them.

Q.58 Which was the last town to Timbuktu?

Ans. Kidal was the last town on his route before Timbuktu.

Q.59 What was the little incident to remind Christopher that desert has many ways of destroying its victims?

Ans. Christopher was looking for stones to place in the fire, he found a four-foot snake coiled there. It uncoiled rapidly and struck, but he managed to jump back just in time to avoid the deadly teeth.

Q.60 How long had Christopher journeyed to reach Timbuktu?

Ans. He had reached his goal at last and his journey had taken him across 3200 kilometers of desert.

Q.61 What did Christopher recover in Timbuktu?

Ans. He recovered some of the weight he had lost in the desert, and he was beginning to feel fit and well.

Q.62 What curious longing did Christopher experience in Timbuktu?

Ans. He experienced a curious longing to see some more of the strange and mighty desert before leaving the country, perhaps for good.

Q.63 What sudden decision did Christopher make in Timbuktu?

Ans. He sent a telegram to Professor Claude Balanguernon in Tamanrasset, and then flew rapidly eastward by plane.

Q.64 What did the notion of death suggest to Christopher?

Ans. It suggested to him that it might be a good idea to record his last thoughts for the benefit of those who found his body.

Q.65 How did Christopher get water at In Abbangarit?

Ans. Christopher used the thin wire of the recording machine and made a rope to get water from the well.

Q.66 What did reluctantly depart from Christopher at bordj?

Ans. Death reluctantly departed from Christopher at bordj.

Q.67 Why could Claude Balanguernon not see Christopher at the appointed place?

Ans. They had missed meeting Christopher during the unfortunate two-day detour. They had later been misdirected by a native who thought Christopher had returned to Agades.

Q.68 What did the Claude Balanguernon do sensibly to rescue Christopher when he had missed meeting him?

Ans. He realized that Christopher must have missed them on the road, and that he was probably waiting at In Abbangarit, short of food. He very sensible got in touch with the Desert Patrol and they sent out four trucks to cover the desert north from Agades, and in particular to visit In Abbangarit.

Q.69 What enabled Christopher's journey successful in the end?

Ans. Professor's foresight saved Christopher's life, and enabled the hitch-hiking journey across the Sahara to end in a return to the Hoggar region instead of in a sandy grave in the heart of the desert.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. The full Sahara area, **stretching** almost the complete width of North Africa, is many times the size of Great Britain.

   (a) travelling (b) spreading (c) moving (d) going

2. About half of this **gigantic** area is mainly under French control.

   (a) huge (b) desert (c) variable (d) barren

3. Immense stretches of barren sand, **intensely** hot during the day, with few water wells and little vegetation.

   (a) mainly (b) severely (c) definitely (d) certainly

4. Immense stretches of barren sand, intensely hot during the day, with few water wells and little **vegetation**.

   (a) radiation (b) scenery (c) greenery (d) sand

5. Large parts were almost **uninhabited**.

   (a) unimportant (b) unpaved (c) uncultivated (d) unpopulated

6. In other parts there were just a few towns very widely scattered, and **occasional** wandering tribes of Arabs or Berbers.
   (a) at times (b) provisional (c) regional (d) divisional
7. Yet this was just the **mode** of travel that Robert Christopher, a young American, decided to adopt.
   (a) transport (b) means (c) conveyance (d) route
8. Instead of **alarming** him, the idea aroused in him a keen desire to see this distant place.
   (a) convincing (b) threatening (c) advising (d) persuading
9. Instead of alarming him, the idea **aroused** in him a keen desire to see this distant place.
   (a) awakened (b) pinched (c) clinched (d) tinged
10. By the time he was a young man he was firmly gripped by the **wanderlust**.
    (a) thirst (b) fond of travelling (c) burst (d) crest
11. The conditions were **agonizing**.
    (a) amazing (b) favouring (c) painful (d) astonishing
12. The lieutenant pointed out that strict military **regulations** forbade the carrying of civilians.
    (a) rules (b) punishments (c) signals (d) hardships
13. The permission had later been **withdrawn**.
    (a) pushed (b) pulled (c) taken back (d) continued
14. He was dropped at the town of Ghardaia, a **typical** desert city.
    (a) specific (b) peaceful (c) serene (d) busy
15. I had to be **vigilant** until each mouthful was safely behind my teeth.
    (a) versatile (b) fast (c) slow (d) careful
16. I saw many children on the streets, but I got only a **vague** idea of what they looked like, for they all wore a mask of flies.
    (a) unclear (b) simple (c) colossal (d) stupid
17. He was able to continue his hitch-hike to the south in the **leisurely** manner that was so typical of the desert.
    (a) excellent (b) measurely (c) lazy (d) treasurely
18. None the less, the driver (named Hantout) picked his way with **uncanny** skill.
    (a) profound (b) extraordinary (c) absurd (d) full

19. Ten-foot strips of steel mesh were dragged from the truck and placed together to make a runway for the wheels **to bite on** as the truck moved.
    (a) move (b) snatch (c) eat (d) hold on
20. Christopher performed useful service in helping the greaser with this **arduous** operation.
    (a) major (b) wholesome (c) difficult (d) healthy
21. Their car had become stuck in a sand **dune**.
    (a) hump (b) storm (c) plain (d) mountain
22. They had **drained** the radiator in their desperate thirst.
    (a) repair (b) depleted (c) thrown (d) wasted
23. He **spared** his listener none of the grim details.
    (a) told (b) heard (c) grabbed (d) left
24. He spared his listener none of the **grim** details.
    (a) film (b) war (c) fighting (d) serious
25. The story came **vividly** to Christopher's mind on the second morning.
    (a) automatically (b) abruptly (c) clearly (d) suddenly
26. With a scream of pain he **hopped** back into the truck.
    (a) sprang (b) lay (c) sat (d) entered
27. Meanwhile, his thirst grew **fiercer**.
    (a) rapid (b) less (c) more (d) intenser
28. Everything was dead and dry and hot . . . . My mind was **foggy**.
    (a) shrinking (b) burning (c) misty (d) awaking
29. There were times when I tried to make myself **faint**.
    (a) unconscious (b) sleep (c) lie (d) stop
30. But my head was **pounding** with such pain that it kept me conscious.
    (a) moving (b) throbbing (c) resting (d) scorching
31. The heat was **incredible**.
    (a) increasing (b) decreasing (c) credible (d) unbearable
32. It was a **fascinating** little town, a true oasis.
    (a) deteriorating (b) mighty (c) attractive (d) slight

33. It was made in a heavy truck carrying ten tones of **ammunition**.
(a) iron (b) arms (c) scrap (d) alloy

34. The result was **disastrous**.
(a) attractive (b) doleful (c) fatal (d) dejected

35. His head started to pound, and he found himself shivering **violently**.
(a) vibrating (b) sickly (c) heavily (d) uncontrollably

36. He knew he was going to **collapse**.
(a) faint (b) enjoy (c) shiver (d) tremble

37. He made a desperate effort to avoid the **blazing** sand.
(a) bristle (b) notorious (c) burning (d) amazing

38. His fall as he **blacked out** fortunately, woke the other two.
(a) walked out (b) slept (c) fainted (d) jumped

39. The latter town, with its shady swimming-pools and its **luxuriant** trees and plants, has triumphed over the barrenness of the desert.
(a) dense (b) numerous (c) unaccountable (d) various

40. The latter town, with its shady swimming-pools and its luxuriant trees and plants, has **triumphed** over the barrenness of the desert.
(a) scattered (b) hovered (c) succeeded (d) taken

41. In Salah is fighting a desperate **battle** for survival, and perhaps losing the contest.
(a) fight (b) bout (c) duel (d) match

42. In Salah is fighting a desperate battle for **survival**, and perhaps losing the contest.
(a) place (b) richness (c) existence (d) rise

43. The sand is constantly **encroaching** on the town.
(a) intruding (b) moving (c) deviating (d) supplying

44. Parts of the town are being **swallowed** by the desert.
(a) spoiled (b) gulped (c) destroyed (d) repaired

45. The desert keeps tightening its **strangle** hold.
(a) grip (b) smart (c) light (d) complete

46. A truck was leaving shortly-a big, dirty, **clumsy** looking oil-truck.
(a) old (b) heavy (c) faint (d) awkward

47. This time the driver and greaser seemed **reluctant** to take him.
(a) gratified (b) unwilling (c) eager (d) annoyed

48. It was unbearably **stifling** in the driver's cabin.

(a) hazy (b) smelling (c) suffocating (d) chilly

49. He **staggered** inside, to the astonishment of the French officer quartered there.

(a) faltered (b) sat (c) pondered (d) wandered

50. He staggered inside, to the **astonishment** of the French officer quartered there.

(a) frightening (b) amusement (c) worriedness (d) threatening

51. He staggered inside, to the astonishment of the French officer **quartered** there.

(a) stationed (b) lying (c) sitting (d) gossiping

52. Tamanrasset was reached at lat; and here Christopher made one of his most **valuable** contacts.

(a) cherished (b) unfriendly (c) friendly (d) important

53. A **remarkable** Frenchman who has devoted himself to helping the Tuareg people.

(a) marxist (b) exceptional (c) jolly (d) jovial

54. Most wisely, he **adapted** himself to their habits and customs.

(a) acclimatized (b) moralized (c) established (d) found

55. Rather than **persuade** them to adopt Western habits unsuited to their land and traditions.

(a) pushed (b) compelled (c) convince (d) impelled

56. With his assistance Christopher was able to spend a week in the **encampment** of the Turaeg Amenokal (King).

(a) rooms (b) abode (c) camps (d) tents

57. The tuaregs, though their life is **primitive** are a people of great dignity, extreme honesty, high intelligence and with quite an ancient history.

(a) ancient (b) busy (c) placid (d) creative

58. It was on this **formidable** type of transport that he was to continue his Sahara journey.

(a) ordinary (b) fearsome (c) local (d) routine

59. The most difficult and dangerous stage of the journey now had to be **endured**.

(a) crossed (b) passed (c) borne (d) lasted

60. The little party, two Tuaregs, a slave, and Christopher, began by **setting out** to find a well which was on their route, in order to replenish their water-bags.

(a) sending out (b) starting (c) fixing out (d) finding

61. The little party, two Tuaregs, a slave, and Christopher, began by setting out to find a well which was on their route, in order to **replenish** their water-bags.
(a) refill (b) repair (c) pick (d) sew

62. They had just enough water left to make one cup of tea each and then **set off** for the next water hole, about five hours distant.
(a) went (b) planned (c) make off (d) decide

63. Christopher being asked to pay his share of the cost, to which he **willingly** agreed.
(a) readily (b) unwantingly (c) reluctantly (d) obviously

64. It would be hard to think of a less **appetizing** drink than the greenish fluid, like thin blood, produced from this source.
(a) bitter (b) nourishing (c) peaceful (d) attractive

65. Christopher could not **tackle** it parched though he was, until he had boiled.
(a) love (b) detest (c) handle (d) test

66. Christopher could not tackle it **parched** though he was, until he had boiled.
(a) thirsty (b) torn (c) tired (d) hungry

67. It was an area **notorious** for sandstorms as well as for dried-up waterholes.
(a) famous (b) known (c) healthy (d) airy

68. The camels all **instinctively** turned off their course to the right, making for the nearest depression in the waste of sand.
(a) immediately (b) intensely (c) innately (d) submissively

69. The camels all instinctively turned off their course to the right, making for the nearest **depression** in the waste of sand.
(a) shrewdness (b) hollowness (c) well (d) pond

70. It was **incredible** the dunes seemed to be on fire.
(a) unbelievable (b) intruding (c) impressive (d) interesting

71. I could feel the **impact** of the wall of sand that came streaming along the earth.
(a) misery (b) pain (c) stroke (d) effect

72. There was nothing he could do but **crouch** down waiting for the storm to finish.
(a) go (b) bend (c) move (d) run

73. The present storm fortunately was less **drastic** and lasted only half an hour.
(a) powerful (b) fatal (c) fearful (d) light

74. It did not need much imagination to understand how a party could easily be buried and **suffocated**.
(a) terminated (b) shifted (c) drifted (d) stifled

75. The **stress** of desert travel had affected him physically.
   (a) pain (b) brain (c) strain (d) grain
76. To add to his troubles, he took his camel one day across a huge slab of rock on a slight **incline**.
   (a) plain (b) rock (c) slope (d) mountain
77. He managed to jump back just in time to avoid the deadly **fangs**.
   (a) tears (b) teeth (c) snakes (d) paws
78. The guide's slave killed it with a stone, indicating by **gestures** that it was a very poisonous specimen.
   (a) eyes (b) cues (c) fingers (d) hands
79. The guide's slave killed it with a stone, indicating by gestures that it was a very poisonous **specimen**.
   (a) injection (b) medicine (c) sample (d) tablets
80. A day later he caught his first **glimpse** of Timbuktu.
   (a) glance (b) flight (c) thought (d) reflection
81. He had reached his **goal** at last and his journey had taken him across 3200 kilometers of desert.
   (a) station (b) home (c) place (d) destination
82. He experienced a **curious** longing to see some more of the strange and mighty desert before leaving the country.
   (a) mighty (b) keen (c) knotty (d) naughty
83. He experienced a curious **longing** to see some more of the strange and mighty desert before leaving the country.
   (a) lengthy (b) distance (c) desire (d) thing
84. He flew rapidly eastward by plane, partly across the Land of Thirst and Death across which he had so painfully **toiled**.
   (a) worked (b) travelled (c) flew (d) walked
85. Unfortunately the caravan with which Christopher was traveling insisted on making a lengthy **detour** to water their camels at a well.
   (a) tour (b) journey (c) bypass (d) travelling
86. The American insisted to getting back to the road again as soon as possible, expressing himself **vigorously** to the leader by signs.
   (a) strongly (b) painfully (c) instinctively (d) massively

87. It would carry about half a cupful of liquid at a time if a line was tied to the handle and the **spout** plugged up.
(a) handle (b) bottom (c) nozzle (d) upper

88. Fastening together all the available **bits** of cord and articles of clothing he could at first make only 8 metres.
(a) ropes (b) pieces (c) wires (d) stones

89. On an **inspiration** he tore the turban he was wearing into four strips.
(a) motivation (b) idea (c) indication (d) awareness

90. It was now the winter season, which meant that the nights were **bitterly** cold.
(a) really (b) neatly (c) severely (d) sweetly

91. That night he lay in his sleeping bag **picturing** himself dying of thirst and hunger.
(a) sketching (b) seeing (c) drafting (d) graphing

92. The **notion** of death suggested to him that it might be a good idea to record his last thoughts for the benefit of those who found his body.
(a) idea (b) motion (c) fear (d) horror

93. It **dawned** on him suddenly that here was the 'rope' he needed to reach the water in the well.
(a) thrust (b) burst (c) crust (d) revealed

94. The **scheme** worked.
(a) idea (b) plan (c) thought (d) progress

95. Seven strands of wire, **laboriously** twisted together, just reached comfortably to water-level in the well.
(a) intentionally (b) accidentally (c) painfully (d) hardly

96. The liquid brought up in the teapot was not particularly **inviting**.
(a) appetizing (b) calling (c) repelling (d) hesitating

97. The following evening as he sat outside the bordji, staring only **half-consciously** at the horizon.
(a) thirsty (b) happily (c) faintingly (d) vaguely

98. There was indeed too much dust to be raised by a small jeep; but it was a **rescue** party none the less.
(a) patrol (b) relief (c) police (d) sports

99. Two big Desert Patrol cars came **roaring up** to the bordj; and Death reluctantly departed.
(a) approaching (b) climbing (c) jumping (d) dusting

100. Two big Desert Patrol cars came roaring up to the bordj; and Death reluctantly **departed**.
(a) came (b) arrived (c) left (d) approached

101. They had later been misdirected by a **native** who thought Christopher had returned to Agades.

(a) person **(b)** local **(c)** passenger **(d)** traveller

102. His **foresight** saved Christopher's life, and enabled the hitch-hiking journey across the Sahara.

(a) poor sight **(b)** eyesight **(c)** wisdom **(d)** vision

Answers

1.	(b)	2.	(a)	3.	(b)	4.	(c)	5.	(d)
6.	(a)	7.	(b)	8.	(b)	9.	(a)	10.	(b)
11.	(c)	12.	(a)	13.	(c)	14.	(a)	15.	(d)
16.	(a)	17.	(c)	18.	(b)	19.	(d)	20.	(c)
21.	(a)	22.	(b)	23.	(d)	24.	(d)	25.	(c)
26.	(a)	27.	(d)	28.	(c)	29.	(a)	30.	(b)
31.	(d)	32.	(c)	33.	(b)	34.	(c)	35.	(d)
36.	(a)	37.	(c)	38.	(c)	39.	(a)	40.	(c)
41.	(a)	42.	(c)	43.	(a)	44.	(b)	45.	(a)
46.	(d)	47.	(b)	48.	(c)	49.	(a)	50.	(b)
51.	(a)	52.	(d)	53.	(b)	54.	(a)	55.	(c)
56.	(b)	57.	(a)	58.	(b)	59.	(c)	60.	(b)
61.	(a)	62.	(c)	63.	(a)	64.	(d)	65.	(c)
66.	(a)	67.	(b)	68.	(c)	69.	(b)	70.	(a)
71.	(d)	72.	(b)	73.	(a)	74.	(d)	75.	(c)
76.	(c)	77.	(b)	78.	(b)	79.	(c)	80.	(a)
81.	(d)	82.	(b)	83.	(c)	84.	(a)	85.	(c)
86.	(a)	87.	(c)	88.	(b)	89.	(a)	90.	(c)
91.	(b)	92.	(a)	93.	(d)	94.	(b)	95.	(c)
96.	(a)	97.	(c)	98.	(b)	99.	(a)	100.	(c)
101.	(b)	102.	(d)						

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Stretching	Spreading	Violently	Uncontrollably	Depression	Hollowness
Gigantic	Huge	Collapse	Faint	Incredible	Unbelievable
Intensely	Severely	Blazing	Burning	Impact	Effect
Vegetation	Greenry	Blacked out	Fainted	Crouch	Bent
Uninhabited	Unpopulated	Luxuriant	Dense	Drastic	Powerful
Occasional	At times	Triumphed	Succeeded	Suffocated	Stifled
Mode	Means	Battle	Fight	Stress	Strain
Alarming	Threatening	Survival	Existence	Incline	Slope
Aroused	Awakened	Encroaching	Intruding	Fangs	Teeth
Wanderlust	Fond of travelling	Swallowed	Gulped	Gestures	Cues
Agonizing	Painful	Strangle	Grip	Specimen	Sample
Regulations	Rules	Clumsy	Awkward	Glimpse	Glance
Withdrawn	Taken back	Reluctant	Unwilling	Goal	Destination
Typical	Specific	Stifling	Suffocating	Curious	Keen
Vigilant	Careful	Staggered	Faltered	Longing	Desire
Vague	Unclear	Astonishment	Amuzement	Toiled	Worked
Leisurely	Lazy	Quartered	Stationed	Detour	Bypass
Uncanny	Extraordinary	Valuable	Important	Vigorously	Strongly
To bite on	Hold on	Remarkable	Excellent	Spout	Nozzle
Arduous	Difficult	Adapted	Acclamitized	Bits	Pieces
Dune	Hump	Persuade	Convince	Inspiration	Motivation
Drained	Depleted	Encampment	Adobe	Bitterly	Severely
Spared	Left	Primitive	Ancient	Picturing	Seeing
Grim	Serious	Formidable	Fearsome	Notion	Idea
Vividly	Clearly	Endured	Borne	Dawned	Revealed
Hopped	Sprang	Setting out	Starting	Scheme	Plan
Fiercer	Intenser	Replenish	Refill	Laboriously	Painfully
Foggy	Misty	Set off	Make off	Inviting	Appetizing
Faint	Unconscious	Willingly	Readily	Half-consciously	Faintingly
Pounding	Throbbing	Appetizing	Attractive	Rescue	Relief
Incredible	Unbearable	Tackle	Handle	Roaring up	Approaching
Fascinating	Attractive	Parched	Thirsty	Departed	Left
Ammunition	Arms	Notorious	Known	Native	Local
Disastrous	Fatal	Instinctively	Innately	Foresight	Vision

Sir Alexander Fleming

Short Questions Answers

Q.1 Who is the writer of the essay "Sir Alexander Fleming"?

Ans. Patrick Pringle is the writer of the essay "Sir Alexander Fleming".

Q.2 Who discovered germs and who killed them?

Ans. Pasteur discovered germs, and Lister killed them.

Q.3 Who revolutionized theory and practice of medicine?

Ans. Pasture and Lister together revolutionized the theory and practice of medicine.

Q.4 What did Louis pasture discover?

Ans. Louis Pasteur discovered that disease was caused by living organisms so small that they could not be seen with the naked eye.

Q.5 Who applied Pasteur's discovery to surgery?

Ans. Lord Lister applied Pasture's discovery to surgery.

Q.6 Why can germs be killed?

Ans. Since germs are alive, they can be killed.

Q.7 How can germs be destroyed?

Ans. They can be destroyed by heat or poisoned by certain chemicals, called antiseptics.

Q.8 Which germs killer did Lister use?

Ans. Lister used carbolic acid as germ-killer.

Q.9 What had the surgeons done previously while operating upon the patients?

Ans. Previously surgeons had infected their patients on the operating table with germs from their surgical instruments.

Q.10 How did Lister kill germs?

Ans. Lister sterilized his instruments with carbolic acid, and used carbolic acid to kill the germs on his hands, on the patient's skin, and even in the air in the operating theatre.

Q.11 What was Lister's aim?

Ans. Lister's aim was the prevention of disease. The object of his antiseptic method 'was to stop germs from getting into the body.

Q.12 Why was cure of disease a more difficult problem?

Ans. The cure of disease was a more difficult problem because the germs were already inside the body.

Q.13 What was discovered about a chemical germ killer?

Ans. It was soon found that a chemical that destroyed germs also destroyed the cells of the body.

Q.14 Who was Metchnikoff and what did he reveal?

Ans. He was a pupil of Pasteur. He revealed the nature of the problem of germs.

Q.15 What is body's natural armour against disease?

Ans. The body's natural armour against disease is the leucocytes, or white cells of the blood.

Q.16 What do white cells do against germs in the body?

Ans. When germs enter the body, white cells immediately attack them like soldiers answering a bugle-call.

Q.17 What was disease explained by Metchnikoff?

Ans. He showed that disease was a fight between the leucocytes and the germs which ended only with the death of the germs or the death of the patient.

Q.18 When did Alexander pass his final medical examination?

Ans. In 1906, Alexander Fleming passed the finals of his medical examination.

Q.19 Which hospital staff did Alexander Fleming join in 1908?

Ans. He joined the staff of the Inoculation Department of St. Mary's Hospital, Paddington.

Q.20 Where was Fleming born and when?

Ans. Alexander Fleming was born on a farm near Darvel, in Ayrshire, on August 6, 1881.

Q.21 Who took over the management of the farm after Fleming's father died and how old was he then?

Ans. His father died when he was seven years old, and his eldest brother, Hugh, took over the management of the farm.

Q.22 Which school did Fleming attend when he was ten and how long did he stay there?

Ans. At ten he went to Darvel School, and stayed there till he was twelve.

Q.23 Which academic institution did Fleming join after Darvel School?

Ans. He went to Kilmarnock Academy.

Q.24 At which institution did Alexander Fleming study at fourteen and where?

Ans. At fourteen he went to London, and for the next two years he studied at the Regent Street Polytechnic.

Q.25 What were Fleming's brothers?

Ans. One of them, Thomas, had studied medicine at Glasgow University, and was a qualified oculist. Two others were opticians.

Q.26 Why were the Flemings becoming a medical family?

Ans. One of his brothers was a doctor, two were opticians. His two sisters also married doctors.

Q.27 What did Fleming do after leaving Regent Street Polytechnic?

Ans. After leaving the Polytechnic he took a job as a clerk in a shipping firm in Leadenhall Street.

Q.28 Why did Fleming take a job as clerk in a shipping firm?

Ans. There was not enough money for him to study for a profession or trade so he joined a shipping firm.

Q.29 For how long did Fleming work in Leadenhall Street?

Ans. Fleming worked in Leadenhall Street for four years.

Q.30 How was Fleming able to train for a career?

Ans. At twenty, he received a share in a legacy. It was not large, but enough for him to train for a career with better prospects.

Q.31 Which of Fleming's brother pushed him to medicine?

Ans. His brother Thomas pushed him into medicine.

Q.32 Which medical school did Fleming choose and why?

Ans. He chose St. Mary's for no better reason than that he had played water polo against its team.

Q.33 For how long did Fleming work in Wright's laboratory?

Ans. For eight years Fleming worked in Wright's laboratory.

Q.34 What did Fleming seek for a year at Wright's laboratory?

Ans. For eight years he sought to find a means to aid the leucocytes in their fight against invading bacteria.

Q.35 What did Fleming face at R.A.M.C?

Ans. At R.A.M.C., he came face to face with one of the main medical problems of the First World War: the treatment of infected wounds.

Q.36 What was aseptic method?

Ans. Instead of chemicals heat was used to sterilize instruments, clothing and other operating-theater equipment.

Q.37 What was the purpose of aseptic method?

Ans. The purpose was to prevent germs from getting into the wound.

Q.38 What was the surgeon's problem regarding the wound?

Ans. The surgeon's problem was the same as that of a physician's treating disease; he had to try to kill the germs without damaging the leucocytes that were already fighting against them.

Q.39 What happened first time in the warfare?

Ans. For the first time in warfare high explosives were used extensively, and wounds that were not infected were rare indeed.

Q.40 What did the Director-General of the Army Medical Service remark?

Ans. "We have in this war gone back to all the septic infections of the Middle Ages."

Q.41 How did medical officers treat infected wounds?

Ans. Medical officers treated infected wounds with chemical antiseptics.

Q.42 What did the medical officers apply to kill infected wounds?

Ans. They applied carbolic acid, iodine, and other chemicals to open wounds in an attempt to destroy as many germs as possible.

Q.43 What results did the medical officers get when they applied carbolic acid and other chemicals to kill germs?

Ans. They could not destroy all the germs. They thought that if only some were killed it would be better than none.

Q.44 What did Wright and Fleming discover?

Ans. Wright and Fleming discovered that the treatment being used was doing more harm than good. Each of the chemical antiseptics was more harmful to the leucocytes than to the germs.

Q.45 What did Wright and Fleming both insist?

Ans. Both insisted that the method was basically wrong. A doctor should help the leucocytes do their natural germ-killing work instead of killing the germs with an outside agent.

Q.46 How many people died in the war?

Ans. Seven million men died in the war.

Q.47 Where did Fleming go back after the war?

Ans. Fleming went back to St. Mary's and continued research.

Q.48 Which discovery did Fleming make in 1922?

Ans. In 1922 he discovered an antiseptic not chemical like carbolic acid, but a natural antiseptic manufactured by the body.

Q.49 How did Fleming make the discovery of a natural antiseptic?

Ans. He made the discovery by what he modestly called an accident. He was suffering from catarrh, and began to examine his own nasal secretions. In these secretions he discovered a substance that destroyed microbes on the culture plate. He called it lysozyme.

Q.50 How much effective was lysozyme?

Ans. Lysozyme proved to be of little practical use in the treatment of disease, but the discovery was of considerable importance.

Q.51 What was the forerunner of penicillin?

Ans. Lysozyme was the forerunner of penicillin.

Q.52 What was lysozyme?

Ans. Lysozyme was not a chemical but a natural antiseptic; and unlike chemical antiseptics, it destroyed germs and yet had no harmful effect on the leucocytes.

Q.53 Which was Fleming's second discovery?

Ans. Penicillin was the second discovery of Fleming.

Q.54 What did the discovery of lysozyme did for Fleming?

Ans. The discovery of lysozyme did not bring Fleming popular fame, but it raised his position in the world of science.

Q.55 When was Fleming appointed Professor of Bacteriology and where?

Ans. In 1928 Fleming was appointed Professor of Bacteriology in the University of London.

Q.56 When did Fleming hit on penicillin?

Ans. In 1918 he "hit on" penicillin.

Q.57 What is Fleming's phrase about his own discovery of penicillin?

Ans. "The very first stage in the discovery," he says, "was due to a stroke of good fortune."

Q.58 How did Fleming discover penicillin?

Ans. He was carrying out a series of experiments on the common germ called staphylococcus. He was growing colonies of the germs on plates spread with agar. The plates were kept covered, but to examine them under a microscope he had to take the covers off. A mould spore dropped on the plate and killed all the germs.

Q.59 How did the spore of the mould come into Fleming's laboratory?

Ans. Presumably the spore of the mould, or fungus, was blown in through the window.

Q.60 Where did the spore of the mould come from?

Ans. It may have come from the larder of a forgetful Paddington housewife – for this particular mould commonly breeds on damp bread, cheese, and preserves.

Q.61 In which weather conditions does the spore of mould grow best?

Ans. It grows best when the conditions are cool and damp – and the summer of 1928 was very cool and damp.

Q.62 What did the mould do on the culture plate?

Ans. Having settled on the culture plate, the mould began to grow. And almost at once the microbes round it began to disappear.

Q.63 What did Fleming do when he first observed the mould's effects on the microbes?

Ans. He made a pure culture of the mould, and tried its effect on other bacteria. Some grew right up to it; others stopped short, inhibited by its antibacterial action.

Q.64 How did Fleming do the first step of producing anti-bacterial substance free of the mould?

Ans. Fleming did this by plating the mould on a meat broth. It grew on the surface as a felt-like mass and turned the broth yellow. After a week's growth the fluid was strained through a fine filter and tested for its anti-bacterial properties.

Q.65 What did Fleming know by the result of his new experiment?

Ans. Fleming knew that he had discovered another natural antiseptic with far greater possibilities than lysozyme. He called it penicillin.

Q.66 What was penicillin's effect on germs compared to carbolic acid?

Ans. Experiments showed that penicillin was about three times as strong as carbolic acid.

Q.67 How was penicillin different from carbolic acid in its effect on white cells?

Ans. Unlike carbolic acid and all the other chemical antiseptics, it had no toxic effect at all on leucocytes.

Q.68 What was the practical obstacle to use penicillin for treatment?

Ans. Penicillin was unstable in its crude form and it could not be used in the treatment of disease until a means was found of concentrating it.

Q.69 Why did Fleming fail to produce penicillin?

Ans. Preparing penicillin was a chemist's job, and Fleming was a bacteriologist. He tried to concentrate the drug, but failed. He lacked both the training and the equipment needed for the job.

Q.70 What did Fleming do when he failed to produce penicillin?

Ans. He published his findings, and continued to proclaim his faith in penicillin; and he kept his original culture of the mould.

Q.71 Where can the original culture of the mould be seen?

Ans. It can be seen today, dried up but still recognizable, in a place of honour in the Museum of the Medical School of St. Mary's Hospital.

Q.72 Where was the first attempt made to solve the problem of concentrating penicillin?

Ans. It was made at Oxford by a team headed by Professor (now Sir) Howard Florey and Dr. E. B. Chain.

Q.73 When were the first human cases treated with Penicillin?

Ans. The first human cases were treated in 1941.

Q.74 What did the oxford team do in the process of manufacturing penicillin?

Ans. One of the Oxford team went to America where new methods of manufacture were discovered.

Q.75 Where did penicillin reach and when?

Ans. In 1943 penicillin reached the Eighth Army in Egypt.

Q.76 What did viscount Montgomery of Alamein say about penicillin?

Ans. He said the healing of war wounds was revolutionized.

Q.77 Which was the strongest weapon made in the fight against disease?

Ans. Penicillin was easily the strongest weapon made in the fight against disease.

Q.78 How did the world know about Fleming's great work?

Ans. Sir Almroth Wright wrote a letter to The Times telling the world who had made the discovery and Fleming became famous.

Q.79 When was Fleming knighted and awarded a Nobel Prize?

Ans. He was knighted in 1944, and awarded the Nobel Prize for Medicine in 1945.

Q.80 What did Fleming do after being famous?

Ans. He had to travel widely, attend functions, make speeches, received thanks from people who owed their lives to his discovery.

Q.81 What did the man in shirt-sleeves say to Fleming?

Ans. He said "If these children are alive, they owe it to you."

Q.82 What did the man in shirt-sleeves say to his children?

Ans. He told his children, "Never forget to ask God in your prayer to bless this man."

Q.83 What did Fleming say about his great discovery?

Ans. He said "Everywhere I go people thank me for saving their lives, I don't know why they do it. I didn't do any thing; Nature makes penicillin. I just found it."

Q.84 Which idea did Fleming protest against?

Ans. He protested vigorously against the idea that penicillin was a man-made invention.

Q.85 What did Fleming say he has been accused of?

Ans. He said he had been accused of inventing penicillin, but no man could have done that, Nature, in the form of a lowly vegetable, has been making it for thousands of years. He had discovered it.

Q.86 What did Lord Moran say referring to Fleming?

Ans. He said "Happy is he who already belonged to history in his own life-time."

Q.87 How did Fleming's laboratory look like?

Ans. It looked like the backroom of an old-fashioned drugstore.

Q.88 Why were the Americans amazed when they saw Fleming's laboratory?

Ans. They found it hard to believe that penicillin could have been discovered there.

Q.89 What did Fleming remark over research laboratory in Detroit?

Ans. He said that penicillin could never have been discovered in a lab like that.

Q.90 What was Surgeon-General of the United States forces say about Fleming's achievement?

Ans. He said that Fleming, like Pasteur, had opened up a whole new world of science.

Q.91 What did Fleming say about the greatest benefit of penicillin?

Ans. Fleming said that the discovery of penicillin had stimulated new research to find something better.

Q.92 When did sir Alexander Fleming die and how old was he?

Ans. Sir Alexander Fleming died in 1955 at the age of seventy-three.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. These two men together **revolutionized** the theory and practice of medicine.
   (a) change (b) practised (c) magnified (d) purified
2. They could not be seen with the **naked** eye.
   (a) heavy (b) bare (c) light (d) sleepy
3. Lister **sterilized** his instruments with carbolic acid.
   (a) washed (b) heated (c) unfertilized (d) repaired
4. Lister's aim was the **prevention** of disease.
   (a) expansion (b) preclusion (c) diagnosis (d) expulsion
5. Injecting carbolic acid into the blood was tried, and quickly **abandoned** for it did more harm than good.
   (a) adopted (b) absorbed (c) quit (d) captured
6. He discovered the body's natural **armour** against disease.
   (a) core (b) defense (c) cover (d) arms
7. Which rush to join battle with the **invader** like soldiers answering a buglecall.
   (a) enemy (b) attacker (c) ally (d) friend
8. One of them, Thomas, had studied medicine at Glasgow University, and was a qualified **oculist**.
   (a) dispenser (b) optician (c) surgeon (d) doctor
9. Then, at twenty, he received a share in a **legacy**.
   (a) property (b) building (c) business (d) bequest
10. For eight years he sought to find a means to **aid** the leucocytes in their fight against invading bacteria.
    (a) demolish (b) help (c) disease (d) kill
11. By 1914 Lister's antiseptic method of surgery had been **largely** replaced by what was called the aseptic method.
    (a) healthily (b) widely (c) long (d) lengthy
12. There was no solution and the problem was **tremendous**.
    (a) thundering (b) extreme (c) blazing (d) monstrous

13. For the first time in warfare high **explosives** were used extensively.
    (a) devices (b) gun powder (c) technology (d) arms
14. For the first time in warfare high explosive were used **extensively**.
    (a) carefully (b) stupidly (c) largely (d) thoughtfully
15. In 1922 he discovered an antiseptic not a chemical like carbolic acid, but a natural antiseptic **manufactured** by the body.
    (a) made (b) imported (c) exported (d) excreted
16. He made the discovery by what he **modestly** called an accident.
    (a) humbly (b) proudly (c) instinctively (d) cleverly
17. In these **secretions** he discovered a substance that destroyed microbes on the culture plate.
    (a) fluid (b) sections (c) plates (d) utensils
18. The discovery was of considerable importance; for it was the **forerunner** of penicillin.
    (a) substance (b) harbinger (c) servant (d) flower
19. At this time he had quite a lot to say on the subject that had **occupied** his mind ever since the First World War.
    (a) spoiled (b) overcome (c) disturbed (d) diseased
20. **Presumably** the spore of the mould, or fungus, was blown in through the window.
    (a) definitely (b) likely (c) surely (d) certainly
21. It may have come from the **larder** of a forgetful Paddington housewife.
    (a) store room (b) feed room (c) reading room (d) drawing room
22. This particular mould commonly **breeds** on damp bread, cheese, and preserves.
    (a) stops (b) grows (c) stays (d) runs
23. Fleming **put aside** the work he was doing and began to investigate.
    (a) stop (b) start (c) got (d) absorbed
24. Some grew right up to it; others, like the staphylococci, stopped short, **inhibited** by the antibacterial action.
    (a) prevented (b) expected (c) accepted (d) flourished
25. Fleming did this by plating the mould on a meat **broth**.
    (a) tray (b) soup (c) plate (d) pot

26. In practice there was one big obstacle; in its **crude** form penicillin was unstable.
    (a) unrefined (b) pure (c) rude (d) liquid
27. Meanwhile a fresh attempt had been begun to solve the problem of **concentrating** penicillin.
    (a) maintaining (b) retaining (c) boiling (d) condensing
28. While penicillin was being **hailed** as a wonder drug, the name of its discover was hardly known outside the medical profession.
    (a) taken (b) praised (c) prevailed (d) treated
29. He had to travel widely, attend functions, make speeches, received thanks often personal expression of **gratitude** from people who owed their lives to his discovery.
    (a) sadness (b) thankfulness (c) clapping (d) regret
30. He had to travel widely, attend functions, make speeches, received thanks often personal expression of gratitude from people who **owed** their lives to his discovery.
    (a) slowed (b) glowed (c) indebted (d) thieved
31. It was a restatement of his belief in the **healing** power of Nature.
    (a) hailing (b) recovering (c) ceiling (d) dealing
32. He protested **vigorously** against the idea that penicillin was a man-made invention.
    (a) vaguely (b) strongly (c) vividly (d) angrily
33. Always he **insisted** that he discovered it by chance.
    (a) stressed (b) hesitated (c) resisted (d) committed
34. Fleming was not happy in the **limelight**.
    (a) darkness (b) fame (c) hospital (d) laboratory
35. When they saw the point they could not **deny** it.
    (a) accept (b) refuse (c) challenge (d) try
36. Their culture plates were never **contaminated** for the air was too pure.
    (a) purified (b) electrified (c) unpurified (d) pacified
37. He **provoked** others to seek.
    (a) resisted (b) stimulated (c) forbade (d) consulted
38. The greatest benefit penicillin has **conferred** is not to the drug itself but the fact that its discovery has stimulated new research to find something better.
    (a) supplied (b) adopted (c) bestowed (d) taken

Answers

1.	(a)	2.	(b)	3.	(c)	4.	(b)	5.	(c)
6.	(b)	7.	(b)	8.	(b)	9.	(d)	10.	(b)
11.	(b)	12.	(b)	13.	(b)	14.	(c)	15.	(a)
16.	(a)	17.	(a)	18.	(b)	19.	(b)	20.	(b)
21.	(b)	22.	(b)	23.	(a)	24.	(a)	25.	(b)
26.	(a)	27.	(d)	28.	(b)	29.	(b)	30.	(c)
31.	(b)	32.	(b)	33.	(a)	34.	(b)	35.	(b)
36.	(c)	37.	(b)	38.	(c)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Revolutionized	Change	Extensively	Largely	Concentrating	Condensing
Naked	Bare	Manufactured	Made	Hailed	Praised
Sterilized	Unfertilized	Modestly	Humbly	Awarded	Given
Prevention	Preclusion	Secretions	Fluid	Gratitude	Thankfulness
Abandoned	Quit	Forerunner	Harbinger	Owed	Indebted
Armour	Defense	Occupied	Overcome	Healing	Recovering
Invader	Attacker	Presumably	Likely	Vigorously	Strongly
Oculist	Optician	Larder	Feed room	Insisted	Stressed
Legacy	Bequest	Breeds	Grows	Limelight	Fame
Aid	Help	Put aside	Stop	Deny	Refuse
Largely	Widely	Inhibited	Prevent	Contaminated	Unpurified
Tremendous	Extreme	Broth	Soup	Conferred	Bestowed
Explosive	Gun powder	Crude	Unrefined		

Louis Pasteur

Short Questions Answers

Q.1 Who is the writer of the essay Louis Pasteur?

Ans. Margaret Avery is the writer of the essay "Louis Pasteur".

Q.2 When and where was Louis Pasteur born?

Ans. Pasteur was born in quite humble circumstances, at Dole in the Jura district of France in 1822.

Q.3 What had Pasteur's father been in his youth?

Ans. His father as a young man had been one of Napoleon's conscripts.

Q.4 What had Pasteur's father won?

Ans. He had won the cross of the Legion of Honour on the field of battle, for valour and fidelity.

Q.5 Why was Pasteur more of a patriot than of a scientist?

Ans. He enrolled himself in the National Guard and seeing one day in the place due Pantheon, a sort of altar labeled "autel de la patrie" promptly placed on it all his worldly wealth – 150 francs.

Q.6 Why did the military authorities refuse to enroll Pasteur in the National Guard?

Ans. They refused to enroll him in the National Guard because a half-paralysed man was useless in the army.

Q.7 Which ailment did Pasteur have?

Ans. He had a paralytic stroke.

Q.8 How old was Pasteur when his family moved from Dole?

Ans. When he was two years old, his family moved from Dole to Arbois.

Q.9 Which school was Pasteur sent to at Arbois?

Ans. Pasteur was sent to school at the Communal College.

Q.10 What did Pasteur show in studies in the beginning at Arbois?

Ans. At first he showed no interest whatever in books or study but devoted his attention to fishing and making sketches of his companions.

Q.11 How did Pasteur develop a passion for studies?

Ans. He knew that his education was a great burden on the family funds, he became serious at school and soon developed the passion for work which marked the whole of the rest of his life.

Q.12 When and where did Pasteur go for better education from Arbois and what did he do there?

Ans. Pasteur went on to Besancon, a bigger place, with better educational provision. Here he graduated in Science and Arts and was given a post on the College Staff.

Q.13 Which subject was Pasteur interested in?

Ans. He was already much interested in Chemistry.

Q.14 How did Pasteur embarrass his chemistry teacher at Besancon?

Ans. Pasteur asked him the questions he could not answer.

Q.15 What did the embarrassed teacher answer to Pasteur?

Ans. He always advised Pasteur that such questions were to be asked by the teacher of the scholar.

Q.16 Which exam did Pasteur sit in 1842?

Ans. He went in for the entrance examination to the great Ecole Normale in Paris and came out fourteenth on the list.

Q.17 What was the result of Pasteur's second attempt to great Ecole Normale?

Ans. He took the examination again in the following year and was fourth on the list, which apparently more or less satisfied him.

Q.18 When did Pasteur become Deputy Professor of Chemistry and where?

Ans. In 1848, at the age of twenty-six he became Deputy-Professor of Chemistry in the University of Strasburg.

Q.19 Where did Pasteur meet his future wife?

Ans. In the university of Strasburg he met his future wife, who was the daughter of the Rector of the Academy.

Q.20 When did Pasteur marry?

Ans. He married in 1850.

Q.21 What happened on the day of Pasteur's marriage?

Ans. Pasteur was so buried in his work on the wedding day that he entirely forgot the ceremony and had to be fetched by a friend.

Q.22 Why did French academy offer a prize in 1860?

Ans. In 1860, the French Academy offered a prize for the solution of the problem whether spontaneous generation was or was not a fact.

Q.23 How did Pasteur solve the problem of spontaneous generation for good?

Ans. He settled the matter once and for all in the negative, proving that if a substance be sufficiently heated to destroy all life and if the air in contact with it be filtered, germs cannot be produced.

Q.24 How did Pasteur's opponents try to delay the result of Pasteur's victory?

Ans. They said the weather was unfavourable and they would like to wait.

Q.25 What did Pasteur discover during his experiment on spontaneous generation?

Ans. Pasteur found that some germs are very difficult, to destroy by heat; e.g., milk developed bacteria even after several minutes' boiling, but after raising the temperature 10^0C above boiling point, he found that no bacteria were left alive.

Q.26 What were the effects of Pasteur's research on spontaneous generation?

Ans. It was of great value because it stimulated other scientists to study the habits of germs.

Q.27 Which university had given Pasteur the degree of Doctor of Medicine?

Ans. The university of Bonn had bestowed on him the degree of Doctor of Medicine.

Q.28 What did Pasteur write to the university of Bonn?

Ans. He wrote that his name should be removed from the faculty of the university.

Q.29 What did Pasteur speak to the university of Bonn while returning his diploma?

Ans. He said, "Today the sight of this parchment is odious to me, and I feel offended at seeing my name…. Placed under the patronage of a name doomed henceforward to execration by my country, that of Rex Guilelmus…….."

Q.30 When did France and Germany go into war?

Ans. France and Germany went to war in 1870.

Q.31 What did Pasteur resort to after having refused to enroll in National Guard when the war started?

Ans. This unconquerable man turned to the sword of Science and took up the study of brewing, in order to discover a method of brewing, whereby France might produce beer as good as that manufactured in Germany.

Q.32 Whom did Pasteur impart his discovery of brewing to and why?

Ans. He imparted his discoveries to the English brewers as well as to the French, and said, "We must make some friends for our beloved France."

Q.33 What did Huxley say referring to Pasteur's discovery of brewery?

Ans. Huxley once said that Pasteur's work on fermentation alone saved France more than enough to pay the indemnity of the Franco-German War.

Q.34 What other fields were affected by Pasteur's discovery of brewery?

Ans. It had important effects on medicine, surgery, and public health.

Q.35 What was the death rate in pre Listerian days?

Ans. About 33% of deaths from major operations occurred in pre-Listerian days.

Q.36 How did Pasteur's discovery make Lister wonder about inflammation?

Ans. Pasteur's discovery that fermentation was due to bacteria set Lister wondering whether inflammation was not also a type of fermentation due to bacteria getting into the wound.

Q.37 What is ideal aseptic method of today?

Ans. It is to keep the patient's skin free from germs, so that the living tissues need not be soaked in carbolic acid which destroys the tissue as well as the germ.

Q.38 How far has the death rate fallen in major operations of today?

Ans. The death rate today in major operations has fallen to about 1%.

Q.39 For which work is Pasteur best known to the man in the street?

Ans. He is best known for his work on mysterious epidemic of silkworm disease which for fifteen or sixteen years had been devastating the silk-industry in the South of France.

Q.40 Which was one of the chief home-industries of the Peasantry?

Ans. The keeping of silkworms was one of the chief home-industries of the peasantry of that part of France.

Q.41 What was the common greeting in the region of silkworm?

Ans. The common greeting on meeting a friend was "How are your silkworms doing?" instead of, "How do you do?"

Q.42 What happened to first generation of the descendants of the imported worms?

Ans. The disease reappeared in the first generation of descendants of these imported worms.

Q.43 Which was the only country free from silkworm disease?

Ans. Japan was the only silk-producing country free from the disease.

Q.44 What did the Government of France ask Pasteur in 1865?

Ans. In 1865 the Government asked Pasteur to investigate the silkworm disease.

Q.45 On which ground did Pasteur refuse to investigate the silkworm disease?

Ans. He refused on the ground that he was a chemist and not a naturalist and had never touched a silkworm in his life.

Q.46 What did M. Dumas reply Pasteur when he refused to investigate silkworm disease pleading ignorance?

Ans. He replied that it would be better because Pasteur would only have those ideas which come to him from his own observation.

Q.47 What did Pasteur suggest for the treatment of silkworm disease?

Ans. Pasteur suggested collecting the eggs, laid by each moth separately and only keeping those derived from healthy parents.

Q.48 Which instrument was helpful in decreasing the silkworm disease?

Ans. The use of microscope was very successful in decreasing the epidemic.

Q.49 What did the result of Pasteur's work lead him to study?

Ans. The result of his work led Pasteur on to study the infectious diseases of the higher animals, including Man.

Q.50 How did Pasteur's work on silkworm affect him?

Ans. Pasteur suffered from a stroke, the physical effects of which he never shook off.

Q.51 When did Pasteur begin the study of the Cattle-disease?

Ans. In 1877, at the age of fifty-five he began to study the cattle-disease named Anthrax.

Q.52 How did Pasteur find a remedy to Anthrax?

Ans. He cultivated the anthrax bacillus in such a way that it became only mildly poisonous and proved that these weakened germs introduced into an animal's blood gave rise to only slight symptoms of anthrax and protected the animal from taking the deadly form.

Q.53 How far had the death rate from anthrax fallen in France and Hungary after the treatment?

Ans. Reports from France and Hungary showed that on many farms the death rate from anthrax had fallen from 10% to 1% amongst sheep and from 5% to less than 1% among cattle.

Q.54 Which was the cause of puerperal fever in Pasteur's opinion?

Ans. It was the doctor and his belongings which carried the germs from diseased patient to the healthy woman.

Q.55 To which first human disease did Pasteur apply inoculation?

Ans. The first human disease to which Pasteur applied inoculation was Hydrophobia or Rabies.

Q.56 How did Pasteur find the cure to hydrophobia?

Ans. He took nervous tissue of an animal which had died of the disease and weakened it. The weakened tissues introduced into dogs made them immune to hydrophobia.

Q.57 Who was the first to be treated of hydrophobia?

Ans. It was a boy, Joseph Meister.

Q.58 How many people had been cured of hydrophobia by 1899?

Ans. By 1899, more than twenty-three thousand people had been cured by the treatment, and the number today must be larger still.

Q.59 Which was Pasteur's last great discovery?

Ans. The treatment of hydrophobia was the last of Pasteur's great discoveries.

Q.60 Between 1880 and 1890 which germs of diseases did the scientists find?

Ans. In the ten years between 1880 and 1890 they discovered the germs of consumption, diphtheria, typhoid, lockjaw, cholera, and Malta fever.

Q.61 When were the germs of plague and of the tsetse-fly disease found?

Ans. In 1894-95 the germs of plague and of the tsetse-fly disease in animals were found.

Q.62 What treatments were found in 1896-97?

Ans. In 1896-97 the protective inoculation treatments for typhoid and plague were discovered.

Q.63 How far did the death rate fall in India during 1913?

Ans. In India during 1913,93% of the British garrison were inoculated, and death from typhoid fell from usual 300-600 to only 20.

Q.64 What was proved in 1898-1900?

Ans. In 1898-1900 it was proved that malaria and yellow fever were conveyed by mosquitoes.

Q.65 How did the Americans benefit from quinine?

Ans. It enabled the American to construct the Panama Canal.

Q.66 What did Bruce show?

Ans. In 1903-5 Bruce showed that sleeping-sickness, which devastated Central Africa, was conveyed by a species of tsetse-fly.

Q.67 How did the world express his gratitude for Pasteur?

Ans. As an expression of world gratitude, the Pasteur Institute was built in Paris with subscriptions which came from all parts of the world. It was opened in 1888, and was the joy of Pasteur's few remaining years.

Q.68 What had been said about Pasteur?

Ans. It had been said that Pasteur brought the facts of disease and death from the realm of the supernatural and miraculous into the realm of the natural.

Q.69 When did Pasteur die and where was he buried?

Ans. Pasteur died in 1895, at the age of seventy-three, and was buried in the Institute.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Pasteur was born in quite **humble** circumstances, at Dole.

   (a) rich (b) awesome (c) ugly (d) poor

2. His father as a young man had been one of Napoleon's **conscripts** and had won the Cross of the Legion of Honour on the field of battle, for valour and fidelity.

   (a) script (b) recruit (c) lover (d) favourite

3. His father as a young man had been one of Napoleon's conscripts and had won the Cross of the Legion of Honour on the field of battle, for **valour** and fidelity.

   (a) chivalry (b) playing (c) bravery (d) fighting

4. His father as a young man had been one of Napoleon's conscripts and had won the Cross of the Legion of Honour on the field of battle, for valour and **fidelity**.

   (a) bravery (b) loyalty (c) cowardice (d) understanding

5. The son was fortunate in possessing **forbears** of character and strength.

   (a) forefathers (b) qualities (c) characteristics (d) ideal

6. There is much **evidence** of the influence of the father on the sun.

   (a) proof (b) witness (c) quality (d) appearance

7. In 1848, when Europe was politically **upheaved** Pasteur enrolled himself in the National Guard.

   (a) grieved (b) insurgent (c) aggrieved (d) dejected

8. In 1870 he was returning from Germany to France, and at Strasburg, heard that France was on the **verge** of war with Germany.

   (a) edge (b) end (c) beginning (d) area

9. He hurried to Paris and was **exceedingly** disappointed when the military authorities refused to enroll him in the National Guard.

   (a) defensively (b) greetingly (c) extremely (d) seemingly

10. A half-**paralysed** man was useless in the army.
    (a) crippled (b) hearted (c) diseased (d) lingered
11. He never **shook off** the physical effects.
    (a) started (b) get rid of (c) remained (d) avoided
12. However directly he **grasped** the fact that his education was a great drain on the family funds.
    (a) caught (b) gripped (c) understood (d) wrenched
13. However directly he grasped the fact that his education was a great **drain** on the family funds.
    (a) burden (b) breakage (c) wastage (d) leakage
14. He set himself in **earnest** at school.
    (a) serious (b) difficulty (c) charm (d) heaven
15. He soon developed the **passion** for work which marked the whole of the rest of his life.
    (a) money (b) enthusiasm (c) attitude (d) aptitude
16. Pasteur went on to Besancon, a bigger place, with better educational **provision**.
    (a) facility (b) chance (c) background (d) set up
17. It seems that Pasteur was so **buried** in his work on the wedding day that he entirely forgot the ceremony and had to be fetched by a friend.
    (a) engraved (b) preoccupied (c) dipped (d) soaked
18. It seems that Pasteur was so buried in his work on the wedding day that he entirely forgot the ceremony and had to be **fetched** by a friend.
    (a) brought (b) awakened (c) remembered (d) told
19. Pasteur asked for **arbitration** and the Academy appointed a Commission.
    (a) mediation (b) help (c) conversation (d) toleration
20. Pasteur and his **adversaries** sere to repeat their experiments.
    (a) friends (b) opponents (c) parties (d) family
21. On the appointment day, Pasteur appeared loaded with **apparatus**.
    (a) experience (b) experiment (c) tools (d) pots
22. This work on spontaneous generation was of great value because it **stimulated** other scientists to study the habits of germs.
    (a) motivated (b) deviated (c) agitated (d) infuriated

23. Much of our modern knowledge of these invisible but very active plants **sprang** from Pasteur's discoveries.
(a) arose (b) started (c) began (d) jumped

24. This brings us on to 1870, when France and Germany were **plunged** into war.
(a) pushed (b) thrown (c) engaged (d) gulped

25. Pasteur ever intensely a lover of France, was filled with sorrow and anxiety, and with **loathing** of Germany.
(a) loading (b) warning (c) hating (d) fighting

26. He wrote the University of Bonn, which had **bestowed** on him the degree of Doctor of Medicine.
(a) owed (b) threw (c) tried (d) conferred

27. Today the sight of this **parchment** is odious to me.
(a) degree (b) document (c) paper (d) piece

28. Today the sight of this parchment is **odious** to me.
(a) wonderful (b) ugly (c) beautiful (d) important

29. Having offered himself as a soldier where now he was refused on the **score** of physical incapacity.
(a) reason (b) pile (c) conflict (d) difference

30. He **imparted** his discoveries to the English bewers as well as to the French.
(a) parted (b) gave (c) departed (d) revolutionized

31. Huxley once said that Pasteur's work on fermentation alone saved France more than enough to pay the **indemnity** of the Franco-German War.
(a) price (b) compensation (c) sum (d) amount

32. If only germs were excluded from wounds, inflammation was **averted**.
(a) defected (b) availed (c) prevented (d) affected

33. The living tissues need not be **soaked** in carbolic acid.
(a) soaped (b) drenched (c) mixed (d) remixed

34. Hence though the instrument and the doctor's hands and everything else are **rigorously** disinfected.
(a) strictly (b) reverted (c) bravely (d) previously

35. Practically every family set aside the best room in the house for the **rearing** and tending of silkworms.
(a) playing (b) keeping (c) pushing (d) throwing

36. Practically every family set aside the best room in the house for the rearing and **tending** of silkworms.
(a) sending (b) looking after (c) giving (d) growing

37. Until 1849 the industry had flourished consistently, but in 1849 the **moths** were attacked by disease.
(a) ants (b) rats (c) lice (d) insects

38. It reappeared in the first generation of **descendants** of these imported worms.
(a) degenerated (b) fallen (c) issue (d) race

39. Thousands of families were faced with **ruin**.
(a) rain (b) destruction (c) problem (d) cruelty

40. This coupled with his sympathy for the people of the **devastated** region.
(a) averted (b) vast (c) destroyed (d) problematic

41. He directed the silkworm **rearers'** attention to the need of avoiding over-crowding.
(a) industry (b) bearer (c) owners (d) keepers

42. It has been **attributed** to overwork on the silk-problem.
(a) described (b) ascribed (c) prescribed (d) advised

43. **Providentially** however, his mind was not injured.
(a) provenly (b) luckily (c) disapprovingly (d) systematically

44. Pasteur finally proved the truth of this theory and, further worked out **preventive** treatment.
(a) protective (b) deceptive (c) attractive (d) perspective

45. Maternity Hospitals were devastated by puerperal fever in every country, and an **appalling** number of women died from the disease.
(a) great (b) dreadful (c) smaller (d) increasing

46. An interesting little **episode** is recorded by M. Roux in connection with the discovery.
(a) incident (b) voice (c) picture (d) noise

47. One of the most distinguished authorities was **eloquently** descanting on the causes of epidemics of this disease at Maternity Hospitals.
(a) vaguely (b) impressively (c) clearly (d) vividly

48. One of the most distinguished authorities was eloquently **descanting** on the causes of epidemics of this disease at Maternity Hospitals.
    (a) asking (b) decreasing (c) increasing (d) commenting
49. He **proceeded** to inoculate various birds with those dead or dying germs and found that the birds showed signs of illness but recovered.
    (a) agreed (b) advanced (c) avoided (d) tested
50. He proceeded to **inoculate** various birds with those dead or dying germs and found that the birds showed signs of illness but recovered.
    (a) medicate (b) inject (c) dedicate (d) fabricate
51. He arrived at the method of **attenuating** germs.
    (a) collecting (b) piling (c) thrashing (d) weaken
52. The attenuated spinal cord introduced into dogs **rendered** them immune to hydrophobia.
    (a) surrendered (b) blundered (c) made (d) killed
53. The attenuated spinal cord introduced into dogs rendered them **immune** to hydrophobia.
    (a) habitual (b) fond (c) resistant (d) attractive
54. Pasteur, being as usual extremely anxious to **ward off** suffering undertook the treatment of the boy by inoculations.
    (a) treat (b) lead (c) prevent (d) plead
55. Pasteur was **devoured** by fears and anxiety about the results.
    (a) frightened (b) eaten up (c) anxious (d) cautious
56. It was **rampant** in England, under the name of ague till comparatively recently, it was banished by draining the malarial districts.
    (a) uncontrollable (b) minimum (c) maximum (d) much
57. It was rampant in England, under the name of ague till comparatively recently, it was **banished** by draining the malarial districts.
    (a) removed (b) embellished (c) cherished (d) banned
58. The French had failed hopelessly with enormous loss of life and money owing to the **ravages** of malaria and yellow fever.
    (a) damages (b) victims (c) killings (d) patients
59. Disease and death were the great mysteries, where the **occult** held away.
    (a) difficult (b) victim (c) magic (d) misery
60. The **malign** and mysterious influence of the moon caused lunacy.
    (a) harmful (b) helpful (c) healthy (d) wealthy

Answers

1.	(d)	2.	(b)	3.	(c)	4.	(b)	5.	(a)
6.	(b)	7.	(b)	8.	(a)	9.	(c)	10.	(a)
11.	(b)	12.	(c)	13.	(c)	14.	(a)	15.	(b)
16.	(a)	17.	(b)	18.	(a)	19.	(a)	20.	(b)
21.	(c)	22.	(a)	23.	(a)	24.	(c)	25.	(c)
26.	(d)	27.	(b)	28.	(b)	29.	(a)	30.	(b)
31.	(b)	32.	(c)	33.	(b)	34.	(a)	35.	(b)
36.	(b)	37.	(d)	38.	(c)	39.	(b)	40.	(c)
41.	(d)	42.	(b)	43.	(b)	44.	(a)	45.	(b)
46.	(a)	47.	(b)	48.	(d)	49.	(b)	50.	(b)
51.	(d)	52.	(c)	53.	(c)	54.	(c)	55.	(b)
56.	(a)	57.	(a)	58.	(a)	59.	(c)	60.	(a)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Humble	Poor	Apparatus	Tools	Rearers	Keepers
Conscript	Recruit	Stimulated	Motivated	Attributed	Ascribed
Valour	Bravery	Sprang	Arose	Providentially	Luckily
Fidelity	Loyalty	Plunged	Engaged	Preventive	Protective
Forbears	Forefathers	Loathing	Hating	Appalling	Dreadful
Evidence	Witness	Bestowed	Conferred	Episode	Incident
Upheaved	Insurgent	Parchment	Document	Eloquently	Impressively
Verge	Edge	Odious	Ugly	Descanting	Commenting
Exceedingly	Extremely	Score	Reason	Proceeded	Advanced
Paralysed	Crippled	Imparted	Gave	Inoculate	Inject
Shook off	Get rid of	Indemnity	Compensation	Attenuating	Weaken
Grasped	Understood	Averted	Prevented	Rendered	Made
Drain	Wastage	Soaked	Drenched	Immune	Resistant
Earnest	Serious	Rigorously	Strictly	Ward off	Prevent
Passion	Enthusiasm	Rearing	Keeping	Devoured	Eaten up
Provision	Facility	Tending	Looking after	Rampant	Uncontrollable
Buried	Preoccupied	Moths	Insects	Banished	Removed
Fetched	Brought	Descendants	Issue	Ravages	Damages
Arbitration	Mediation	Ruin	Destruction	Occult	Magic
Adversaries	Opponents	Devastated	Destroyed	Malign	Harmful

Mustafa Kamal

Short Questions Answers

Q.1 Who is the writer of the essay Mustafa Kamal?

Ans. Wilfrid F. Castle is the writer of the essay "Mustafa Kamal".

Q.2 What were armies of the democracies hailed for and where?

Ans. Throughout the entire near and Middle East the armies of the democracies had been hailed not so much as conquerors, but as deliverers.

Q.3 Which government was in power in Istanbul?

Ans. A government formed from the old Liberals was in power in Istanbul.

Q.4 What were the members of the government and the Padishah eager to?

Ans. The members and the Padishah himself alike eager to collaborate with the Allies.

Q.5 What were allied forces doing in Istanbul?

Ans. Allied officers were supervising the police and the ports and the normal machinery of the government was practically superseded by orders and suggestions from the Allies.

Q.6 What was happening in Anatolia when the Allied forces were in Istanbul?

Ans. In Eastern Anatolia, one Kiyazim Karabekar with some undefeated remnants of the Ottoman Army, began to obstruct the Allied control officers, refusing to disband his men.

Q.7 Whom did the Allies choose to control Anatolia?

Ans. Mustafa Kamal was the man chosen by the Allied.

Q.8 When did Mustafa Kamal sail for Anatolia and in which position?

Ans. Mustafa Kamal sailed on the 15th of May, 1919, for the north-east coast of Anatolia as Governor-General of the Eastern Provinces.

Q.9 When did the authorities of Istanbul become suspicious of Mustafa Kamal's intentions?

Ans. Scarcely had he entered the Black Sea than the authorities of Istanbul became suspicious of his intentions and issued orders for the ship to be intercepted.

Q.10 What became clear of Allies' intention about the partition of the Ottoman Empire?

Ans. It became clear that the Allies had condemned the Ottoman Empire to be partitioned to the very walls of Istanbul.

Q.11 What did the admiral of the British Mediterranean Fleet inform the Ottoman Governor of Izmir?

Ans. On the 15th May, he informed the Ottoman governor of Izmir that this great seaport and the rich province of Aydin were to be occupied by the Greeks.

Q.12 How did the Turkish patriots react against the foreign occupation?

Ans. This meant that there was only one policy to be pursued. Turkish patriotism was no longer vague and undecided.

Q.13 Who was Ioanne Metacas?

Ans. Ioanne Metocas was a magnificent Greek Royalist officer. He protested strongly to his government against the invasion.

Q.14 Whom did Mustafa Kamal meet at Amisa?

Ans. At Amisa he met Ali Faut, the commander of a small army corps centred on Ankara.

Q.15 What did Mustafa do in the secret meting of patriots?

Ans. He sketched out his plan of resistance in the secret meeting.

Q.16 What did Mustafa decide in the meeting of the patriots about the congress of delegates?

Ans. He decided that a congress of delegates to represent the real, free Turkey should be called as quickly as possible.

Q.17 What was more effective than Mustafa Kamal's energy and personality in combining the Turks?

Ans. The news of Greeks advancement was more effective than Mustafa's energy and personality.

Q.18 How did Mehmet react to Mustafa Kamal's activities?

Ans. He ordered Mustafa Kamal to return.

Q.19 What was Mustafa Kamal's reply to Padishah's orders?

Ans. It was a long personal telegram to the Padishah urging him, as leader of his people, to come over to Anatolia and himself take the lead against the Greeks and all the foreign enemies.

Q.20 What was Mehmet's conception of the best interests of Turkey?

Ans. Mehmet's conception of the best interests of Turkey was co-operation with the powerful conquerors.

Q.21 What was the most momentous telegram in the history of the Ottoman Empire?

Ans. "I shall stay in Anatolia until the nation has won its independence."

Q.22 What was Mehmet's sudden movement?

Ans. He unexpectedly proclaimed himself willing to summon a government pleasing to the Nationalists.

Q.23 What did Mustafa Kamal suggest over Mehmet's sudden movement?

Ans. He suggested that the assembly of the Nationalists should sit in the upland town of Ankara.

Q.24 What was the result of Mustafa Kamal's suggestion for National Assembly?

Ans. He was defeated when on the 19th of January, 1920, the National Assembly assembled in the "City of the Sultan" and began the hopeless talk of trying to work up resistance under the very eyes - and guns - of the Allies.

Q.25 What was Mustafa doing when delegates were wasting time on the Bosphorus?

Ans. Mustafa Kamal was making exceptionally good use of the freedom which the absence of the talkers had given him.

Q.26 What did the American medical practitioner write about the daily situation in Anatolia?

Ans. He wrote, "The firing gets worse steadily… a general massacre of the Armenians is expected.... All night long the skies are red-lighted.... The whole city is overhung with clouds of smoke. The Turks are bolder all the time. Surely this is because they realize that this is the end for them, and are desperate."

Q.27 How did the Allied reply to Patriots transformation of the Baghdad Railway Junction of Estishehir?

Ans. The Allies replied by putting Istanbul under a collective arrest and dissolving the National Assembly.

Q.28 When did the revolutionary assembly meet?

Ans. On the 23rd of April, 1920 the revolutionary Turkish Grand National Assembly met with Mustafa Kamal as President.

Q.29 Which terms did the Allies publish in 1920?

Ans. The helpless Ottoman Empire was to be entirely under the supervision of the Allied powers; all the Arab provinces were to become mandated Territories. Only the inner of Istanbul was to remain of the once extensive "Turkey in Europe."

Q.30 What did the patriot brand the government by entertaining the very idea of signing a treaty?

Ans. It was branded as a puppet government of traitors and dotards.

Q.31 How did the Greek and Turks fight in 1921?

Ans. The two people fought almost man to man for fourteen days under the burning heat of the sun.

Q.32 What did the Greeks do on September 12?

Ans. On the 12th they crossed the Sakarya and began to retire steadily.

Q.33 What happened by the end of August 1922?

Ans. By the end of August, 1922 Mustafa Kamal was able to sound his famous battle-call.

Q.34 What was Mustafa's famous battle call?

Ans. "Soldiers: Your goal is the Mediterranean: Forward."

Q.35 What happened on 9th of September 1922?

Ans. A long line of decorated cars entered Izmir on the 9th of September, 1922. In the leading car was Mustafa Kamal.

Q.36 What happened after the three days of the change of government?

Ans. A fire broke out in several parts of the city at once and the greater part of Izmir was reduced to ashes.

Q.37 What was the verdict of the grand Turkish National Assembly?

Ans. By the Unanimous Vote of the Grand National Assembly of Turkey, the Sultanate was abolished.

Q.38 What happened on 4th of November 1922?

Ans. On the 4th of November, 1922, Riffat carried out a coup at Istanbul.

Q.39 Whom did Mehmet trust to send to Sir Charles Harrington and why?

Ans. He sent an old conductor of the royal orchestra to Sir Charles Harrington to crave British protection.

Q.40 What happened on 17th of November 1922?

Ans. A British motor ambulance drew up at a side-door of the place where Mehmet was staying. Some baggage was brought out of the palace and placed in the car. An elderly man followed. A British Officer took the old gentleman's umbrella as he entered the vehicle. The door was closed and the ambulance drove away. The last of the Sultans was on his way to exile.

Q.41 What happened on the 29th of October, 1923?

Ans. On the 29th October, 1923, the name of the Ottoman Empire was wiped from the slate of history.

Q.42 Who was the first President and the Prime Minister of the Turkish Republic?

Ans. Mustafa Kamal was the President and General Ismat Inonu was the Prime Minister.

Q.43 What was Mustafa's first objective after assuming power?

Ans. His first object was to educate the people.

Q.44 What were the two problems in way of educating the people?

Ans. There were two problems: to teach the masses and to train as many teachers as possible.

Q.45 How did Mustafa break down the barriers of educating the people?

Ans. He declared that the old script to be abolished and replaced by the Roman Script.

Q.46 What did Mustafa do to educate the people practically?

Ans. He set out on a series of tours round the country to demonstrate with chalk in hand, how the new script should be used.

Q.47 What was Mustafa's more difficult task after having simplified the Turkish script?

Ans. It was of simplifying the language.

Q.48 Why was simplification of the language necessary?

Ans. The educated speech under the Ottoman Empire had been a mixture of Turkish, Arabic and Persian. It also had flowery phrases which were out of place in the modern world.

Q.49 What did Mustafa do to simplify the language?

Ans. He set up a committee for the purification of the language by substituting genuine Turkish words for those of Arabic and Persian origin.

Q.50 What was not needed in the newly created Turkish world?

Ans. There was no need for the old titles and nobilities which meant nothing to the new nobility of effort. The word "Pasha" was abolished.

Q.51 Which new titles for man and woman were introduced?

Ans. Every man became Bay and every woman became Bayan.

Q.52 What was abolished in 1925?

Ans. The national headdress called the Fez was abolished in 1925.

Q.53 What was reported form Izmer regarding the hats?

Ans. The peasants could not get bowlers hats therefore they wore caps and ladies summer hats with ribbons and feathers.

Q.54 How many factories were there in Turkey in 1919?

Ans. In 1919, there were 150 factories in Turkey.

Q.55 How far the Ottoman public debt was reduced?

Ans. Ottoman public debt was reduced to one-tenth of its former size.

Q.56 What was the mental and political level of the masses in Turkey when Mustafa set to work?

Ans. It was on a level with that of the people of the Western Europe in the mid-eighteenth century.

Q.57 What has been the work of Mustafa Kamal?.

Ans. The democratization of the nation, and the awakening of the people and the unchaining of their powers has been the work of Mustafa Kamal.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. The armies of the democracies had been **hailed** not so much as conquerors, but as delivers.
   (a) prided (b) praised (c) provided (d) proved
2. As Istanbul the old British Embassy was now the British High Commission, supported by military and naval **detachments**.
   (a) headquarters (b) general (c) troops (d) admiral
3. The normal machinery of the government was practically **superseded** by orders and suggestions from the Allies.
   (a) abolished (b) defeated (c) captured (d) controlled
4. One Kiyazim Karabekar with some undefeated **remnants** of the Ottoman Army, began to obstruct the Allied control officers, refusing to disband his men.
   (a) people (b) bonds (c) remaining (d) group
5. One Kiyazim Karabekar with some undefeated remnants of the Ottoman Army, began to obstruct the Allied control officers, refusing to **disband** his men.
   (a) scatter (b) obey (c) sacrifice (d) given
6. At first the British High Commissioner **demurred** but his objection were of once overruled.
   (a) ordered (b) opposed (c) said (d) refused
7. At first the British High Commissioner demurred but his objection were of once **overruled**.
   (a) rejected (b) accepted (c) sustained (d) retained

8. The authorities of Istanbul became **suspicious** of his intentions and issued orders for the ship to be intercepted.

   (a) vigilant (b) doubtful (c) powerful (d) polite

9. The authorities of Istanbul became suspicious of his intentions and issued orders for the ship to be **intercepted**.

   (a) hit (b) stopped (c) thrown (d) dribbled

10. The Ottoman troops were hurriedly withdrawn into barracks and the Greek Metropolitan raised the Cross as the first Greek soldiers **disembarked**.

    (a) go on board (b) fought (c) shouted (d) set ashore

11. Allies were **infuriated** by this foreign occupation of the richest and most essentially Turkish of their provinces.

    (a) impressed (b) relied (c) angry (d) accepted

12. Men came crowding back to the ranks with guns and ammunition **raided** from the Allied arms dumps.

    (a) fired (b) used (c) made (d) looted

13. Men came crowding back to the ranks with guns and ammunition raided from the Allied arms **dumps**.

    (a) wet (b) stores (c) company (d) factories

14. In these circumstances the only imaginable reply to Mustafa Jamal's invitation was a **peremptory** command.

    (a) preface (b) bossy (c) weak (d) insane

15. With a sudden movement he unexpectedly **proclaimed** himself willing to summon a government pleasing to the Nationalists.

    (a) accepted (b) shouted (c) announced (d) kept

16. For the next few weeks Allied agents were kept busy reporting large armed formations seen in the **interior**.

    (a) interim (b) inside (c) intimidate (d) induce

17. In her diary, an American medical practitioner **chronicled** the daily deterioration of the position in Anatolia.

    (a) disease (b) diagnosed (c) wrote (d) prescribe

18. In her diary, an American medical practitioner chronicled the daily **deterioration** of the position in Anatolia.

    (a) progress (b) increase (c) prosperity (d) decay

19. The firing gets worse steadily . . . a general **massacre** of the Armenians is expected.
    (a) match (b) crow (c) manslaughter (d) manager
20. They **evacuated** the important Baghdad Railway junction at Estishehir.
    (a) captured (b) evict (c) destroyed (d) developed
21. Istanbul, the Sultan, and the Government being in the hands of the enemy, all orders from there automatically **null and void**.
    (a) enforced (b) imprinted (c) cancelled (d) reinforced
22. The nation's right have been **violated**.
    (a) respected (b) disregarded (c) observed (d) given
23. Only the immediate **hinterland** of Istanbul was to remain of the once extensive "Turkey in Europe".
    (a) remote (b) inner part (c) for funny (d) central
24. By entertaining the very idea of signing a treaty based on such terms, the Ottoman Government at Istanbul was **branded** by the patriots as a puppet government of traitors and dotards.
    (a) patent (b) bought (c) named (d) sold
25. By entertaining the very idea of signing a treaty based on such terms, the Ottoman Government at Istanbul was branded by the patriots as a **puppet** government of traitors and dotards.
    (a) drama (b) short play (c) effective (d) ineffective
26. By entertaining the very idea of signing a treaty based on such terms, the Ottoman Government at Istanbul was branded by the patriots as a puppet government of traitors and **dotards**.
    (a) sane (b) insane (c) clever (d) shrewd
27. There was no one to enforce the terms of the **treaty**.
    (a) treat (b) tea party (c) agreement (d) kitty party
28. The two **valiant** people fought almost man to man for fourteen days under the burning heat of the sun.
    (a) brave (b) enemy (c) friend (d) foe
29. There lay Izmir crowded, and **overflowing** with refugees.
    (a) annoyed (b) flooding (c) cooperating (d) brewing

30. There lay Izmir crowded, and overflowing with **refugees**.

(a) referees (b) people (c) helpless (d) children

31. There were ships for the Greek soldiers but none for the Greek and Armenian population, **crazed** with fear.

(a) dreamed (b) left (c) mad (d) timid

32. A long line of decorated cars entered Izmir on the 9th of September, 1922, on the either side an escort of **cavalry**.

(a) car (b) soldiers (c) regiment (d) fighting

33. The last of the Sultans was on his way to **exile**.

(a) lead (b) graveyard (c) banishing (d) exercise

34. On **assuming** power, Mustafa Kamal's first object was to educate the people.

(a) claiming (b) giving (c) taking (d) commanding

35. Mustafa Kamal prepared the country for the change by a tour of the towns and villages during which he addressed himself **principally** to the menfolk.

(a) merely (b) severely (c) mainly (d) always

36. Mustafa Kamal **inaugurated** great development and construction schemes both for railways and motor roads.

(a) hampered (b) introduced (c) planned (d) interrupted

37. The changes in all branches of Turkish life have been **stupendous**.

(a) stupid (b) stagnant (c) reflective (d) great

38. The Turks have now **traversed** in a few years the road which the people of Western Europe took 150 years to travel.

(a) made (b) travelled (c) developed (d) branded

39. The thorough **democratization** of the nation, and the awakening of the people and unchaining of their powers has been the work of Mustafa Kamal.

(a) despotisms (b) democracy (c) realization (d) impression

40. The thorough democratization of the nation, and the awakening of the people and **unchaining** of their powers has been the work of Mustafa Kamal.

(a) asserted (b) freeing (c) limiting (d) sharpening

Answer

1.	(b)	2.	(c)	3.	(d)	4.	(c)	5.	(a)
6.	(b)	7.	(a)	8.	(b)	9.	(b)	10.	(d)
11.	(c)	12.	(d)	13.	(b)	14.	(b)	15.	(c)
16.	(b)	17.	(c)	18.	(d)	19.	(c)	20.	(b)
21.	(c)	22.	(b)	23.	(b)	24.	(c)	25.	(d)
26.	(b)	27.	(c)	28.	(a)	29.	(b)	30.	(c)
31.	(c)	32.	(b)	33.	(c)	34.	(c)	35.	(c)
36.	(b)	37.	(d)	38.	(b)	39.	(b)	40.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Hailed	Praised	Peremptory	Bossy	Treaty	Agreement
Detachment	Troops	Proclaimed	Announced	Valiant	Brave
Superseded	Controlled	Interior	Inside	Overflowing	Flooding
Remnants	Remaining	Chronicled	Wrote	Crazed	Mad
Disband	Scatter	Deterioration	Decay	Cavalry	Soldiers
Demurred	Opposed	Massacre	Manslaughter	Exile	Banishing
Overruled	Rejected	Evacuated	Evict	Assuming	Taking
Suspicious	Doubtful	Null and void	Cancelled	Principally	Mainly
Intercepted	Stopped	Violated	Disregarded	Inaugurated	Introduced
Disembarked	Set ashore	Hinterland	Inner part	Stupendous	Great
Infuriated	Angry	Branded	Named	Traversed	Travelled
Raided	Looted	Puppet	Ineffective	Democratization	Democracy
Dumps	Stores	Dotards	Insane	Unchaining	Freeing

NOVEL

GOODBYE MR. CHIPS

Short Questions / Answers
&
Multiple Choice Questions

ACCORDING TO THE NEW PAPER PATTERN
2008 & ONWARD

As prescribed by all Boards of Intermediate and Secondary Education

Chapter - 1

Short Questions Answers

Q.1 What was Chips' sleep compared to?

Ans. It was like a mystic intensifying of perception.

Q.2 What was the name of Chips' doctor?

Ans. His name was Mr. Merivale.

Q.3 What would doctor Merivale say to Mrs. Wickett when Chips had a cold or when east wind blew over the fenlad?

Ans. He would tell Mrs. Wickett to look after Chips because his chest put a strain on his heart.

Q.4 What was the most fatal complaint diagnosed by Dr. Merivale?

Ans. To Dr. Marivale, nothing was really wrong with Mr. Chips. It was only anno domini that he thought was the most fatal complaint.

Q.5 When was Mr. Chips born?

Ans. He was born in 1848.

Q.6 Who was the headmaster of Brookfield when Mr. Chips joined it?

Ans. Mr. Wetherby was the headmaster of the school.

Q.7 When did Chips join Brookfield?

Ans. He joined it in 1870.

Q.8 Why could he remember his joining year of Brookfield?

Ans. He could do so because of the Franco-Prussian war.

Q.9 Where had Chips taught before joining Brookfield?

Ans. He had taught at Melbury for a year.

Q.10 Why had Chips not liked Melbury?

Ans. He did not like Melbury because he had been ragged there a good deal.

Q.11 Which game was being played in the Brookfield playground when Chips had his interview with the headmaster?

Ans. Cricket was being played in the playground of Brookfield.

Q.12 Against which side was Brookfield playing when Chips went there for his interview?

Ans. Brookfield was playing against Barnhurst.

Q.13 What score did a chubby little fellow of Barnhurst make?

Ans. He made a brilliant century.

Q.14 When did Wetherby die?

Ans. He died during the summer vacation before Chips began his first term.

Q.15 What did Mr. Wetherby advise Mr. Chips?

Ans. He advised him to take up a firm attitude from the beginning.

Q.16 What was the big hall full of when Mr. Chips took his first class?

Ans. The big hall was full of lusty barbarians ready to pounce on him as their legitimate prey.

Q.17 What was Mr. Chips like when he took his first class?

Ans. He was young, fresh complexioned having side-whiskers.

Q.18 What happened when Chips took his first class in the big hall?

Ans. Someone dropped a desk lid.

Q.19 Whom did Chips give the first punishment and what?

Ans. It was a red haired boy named Colley. Chips asked him to write a hundred lines.

Q.20 What did the first Colley become years later?

Ans. He was an alderman of the city of London and a baronet and various other things.

Q.21 What would Chips say to the son of the first Colley?

Ans. He said, "Your father was the first boy I ever punished when I came here twenty five years ago. He deserved it then and you deserve it now."

Q.22 What would Chips say when the grandson of the first Colley arrived at Brookfield?

Ans. He said, "You are a splendid example of inherited tradition. Your grandfather could never learn Ablative Absolute. He was a stupid fellow. Your father was not much better but I believe that you are the biggest fool of the lot!"

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. When you are getting on in years, you get very **sleepy** at times.
   (a) annoyed (b) drowsy (c) smart (d) old
2. The hours seem to pass like lazy cattle moving across a **landscape**.
   (a) garden (b) scene (c) canal (d) stream
3. He had been there more than a **decade** ever since he finally gave up his mastership.
   (a) 5 years (b) 10 years (c) 15 years (d) 7 years
4. "Mrs. Wickett," Chips would sing out, in that **jerky** high-pitched voice that had still a good deal of sprightliness in it.
   (a) bouncy (b) weak (c) chirpy (d) low
5. "Mrs. Wickett," Chips would sing out, in that jerky **high-pitched** voice that had still a good deal of sprightliness in it.
   (a) shaky (b) loud (c) weak (d) sharp
6. "Mrs. Wickett," Chips would sing out, in that jerky high-pitched voice that had still a good deal of **sprightliness** in it.
   (a) bravery (b) cheerfulness (c) timidness (d) accent
7. Chips always wound up the clock after that last bell; then he put the wire **guard** in front of the fire turned out the gas.
   (a) soldier (b) general (c) switch (d) shield
8. Chips always wound up the clock after that last bell; then he put the wire guard in front of the fire **turned out** the gas.
   (a) switched off (b) opened (c) lighted (d) left
9. **Rarely** did he read more than a page of it before sleep came swiftly.
   (a) always (b) scarcely (c) sometimes (d) many times
10. Rarely did he read more than a page of it before sleep came **swiftly**.
    (a) neatly (b) quickly (c) barely (d) straight
11. More like a **mystic** intensifying of perception than any changeful entrance into another world.
    (a) saint (b) master (c) teacher (d) doctor

12. More like a mystic **intensifying** of perception than any changeful entrance into another world.
    (a) learning (b) boosting (c) reading (d) speaking
13. More like a mystic intensifying of **perception** than any changeful entrance into another world.
    (a) reception (b) conception (c) depression (d) transport
14. "My dear fellow, you are fitter than I an," Merivale would say, **sipping** a glass of sherry when he called every fortnight or so.
    (a) taking (b) buying (c) tasting (d) picking
15. "My dear fellow, you are fitter than I an," Merivale would say, sipping a glass of **sherry** when he called every fortnight or so.
    (a) wine (b) milk (c) water. (d) tea
16. "My dear fellow, you are fitter than I an," Merivale would say, sipping a glass of sherry when he called every **fortnight** or so.
    (a) four weeks (b) two weeks (c) one week (d) three weeks
17. You're such a **remarkable** old boy that one never knows.
    (a) excellent (b) passable (c) bad (d) weak
18. His chest . . . . it puts a **strain** on his heart.
    (a) string (b) stress (c) medicine (d) bondage
19. Nothing really wrong with him only **anno domini** but that's the most fatal complaint of all, in the end.
    (a) disease (b) germ (c) virus (d) advanced age
20. Nothing really wrong with him only anno domini but that's the most **fatal** complaint of all, in the end.
    (a) baleful (b) accurate (c) intense (d) light
21. Born in 1848 and taken to the Great Exhibition as a **toddling** child.
    (a) weaken (b) pretty (c) wobbling (d) ugly
22. Not many people still alive could **boast** a thing like that.
    (a) like (b) claim (c) have (d) see
23. A **phenomenon** that was.
    (a) rarity (b) table (c) scene (d) picture
24. A year at Melbury, which he hadn't liked, because he had been **ragged** there a good deal.
    (a) paid (b) liked (c) teased (d) disliked

25. He remembered that day of his **preliminary** interview.
(a) written (b) first (c) oral (d) final

26. The air full of **flowerscents** and the plick-plock of cricket on the pitch.
(a) flowers (b) smell (c) plants (d) leaves

27. One of the Barnhurst boys a **chubby** little fellow, made a brilliant century.
(a) little (b) plump (c) weak (d) tell

28. **Queer** that a thing like that should stay in the memory so clearly.
(a) nice (b) strange (c) bad (d) excellent

29. Wetherby himself was very fatherly and **courteous**.
(a) strict (b) polite (c) old (d) weak

30. I am probably the only man in the world who has a **vivid** recollection of old Wetherby.
(a) livid (b) vague (c) clear (d) obscure

31. I am probably the only man in the world who has a vivid **recollection** of old Wetherby.
(a) library (b) memory (c) signature (d) biography

32. You are a young man, Mr. Chipping, and Brookfield is an old **foundation**.
(a) building (b) organization (c) castle (d) office

33. Give your **enthusiasm** to Brookfield and Brookfield will give you something in return.
(a) knowledge (b) zeal (c) books (d) lectures

34. Never mind; you're full young; it's **largely** a matter of experience.
(a) never (b) mainly (c) at times (d) sometimes

35. Take up a **firm** attitude from the beginning, that's the secret of it.
(a) organization (b) strict (c) bossy (d) edgy

36. Perhaps it was. He remembered that first **tremendous** ordeal of taking prep.
(a) fine (b) good (c) fearful (d) nice

37. Perhaps it was. He remembered that first tremendous **ordeal** of taking prep.
(a) day (b) trial (c) occasion (d) glimpse

38. Big Hall full of **lusty** barbarians ready to pounce on him as their legitimate prey.
(a) energetic (b) weak (c) tall (d) white

39. Big Hall full of lusty **barbarians** ready to pounce on him as their legitimate prey.

(a) toddling (b) savages (c) elite (d) chemise

40. Big Hall full of lusty barbarians ready to **pounce** on him as their legitimate prey.

(a) penees (b) take (c) study (d) attack

41. Big Hall full of lusty barbarians ready to pounce on him as their **legitimate** prey.

(a) lawful (b) fine (c) hunting (d) litigation

42. At the mercy of five hundred **unprincipled** ruffians to whom the bating of new masters was a fine art.

(a) dishonest (b) unruly (c) decent (d) likeable

43. At the mercy of five hundred unprincipled **ruffians** to whom the bating of new masters was a fine art.

(a) boys (b) students (c) bullies (d) officers

44. Decent little beggars individually, but as a **mob** just pitiless and implacable.

(a) student (b) party (c) crowd (d) player

45. Decent little beggars individually, but as a mob just pitiless and **implacable**.

(a) unappeasable (b) childish (c) frank (d) naughty

46. The sudden **hush** as he took his place at the desk on the dais.

(a) sound (b) silence (c) hiss (d) move

47. The sudden hush as he took his place at the desk on the **dais**.

(a) bench (b) ceiling (c) rostrum (d) wall

48. The **scowl** he assumed to cover his inward nervousness.

(a) noise (b) fuss (c) confusion (d) frown

49. The last blood-red rays **slanting** in slabs through the he stained glass windows.

(a) raining (b) angling (c) showering (d) blessing

50. And Chips would say **punctuating** his remarks with that little “”umph-um”.

(a) noisily (b) interrupting (c) clearing (d) watching

51. Colley, you are-umph-a splendid example of –umph-**inherited** traditions.

(a) cherished (b) birthright (c) splendid (d) cultured

52. Colley, you are-umph-a splendid example of –umph-inherited **traditions**.

    (a) superstitions (b) conclusion (c) customs (d) habits

53. But I do believe-my dear Colley-that you are-umph-the biggest fool of the **lot**.

    (a) fortune (b) family (c) group (d) fate

54. As Chips sat by his fire with autumn **gales** rattling the windows, the waves of humour and sadness swept over him very often.

    (a) fire (b) wind (c) plants (d) beggars

55. As Chips sat by his fire with autumn gales **rattling** the windows, the waves of humour and sadness swept over him very often.

    (a) missing (b) glancing (c) kissing (d) striking

Answers

1.	(b)	2.	(b)	3.	(b)	4.	(a)	5.	(b)
6.	(c)	7.	(d)	8.	(a)	9.	(b)	10.	(b)
11.	(a)	12.	(b)	13.	(b)	14.	(c)	15.	(a)
16.	(b)	17.	(a)	18.	(b)	19.	(d)	20.	(a)
21.	(c)	22.	(b)	23.	(a)	24.	(c)	25.	(b)
26.	(b)	27.	(b)	28.	(b)	29.	(b)	30.	(c)
31.	(b)	32.	(b)	33.	(b)	34.	(b)	35.	(b)
36.	(c)	37.	(b)	38.	(a)	39.	(b)	40.	(d)
41.	(a)	42.	(a)	43.	(c)	44.	(c)	45.	(a)
46.	(b)	47.	(c)	48.	(d)	49.	(b)	50.	(b)
51.	(b)	52.	(c)	53.	(c)	54.	(b)	55.	(d)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Sleepy	Drowsy	Toddling	Wobbling	Legitimate	Lawful
Landscape	Scene	Boast	Claim	Unprincipled	Dishonest
Decade	Ten years	Phenomenon	Rarity	Ruffians	Bullies
Jerky	Bouncy	Ragged	Teased	Mob	Crowd
High-pitched	Loud	Preliminary	First	Implacable	Unappeasable
Sprightliness	Cheerfulness	Flowerscents	Smell	Hush	Silence
Guard	Shield	Chubby	Plump	Dais	Rostrum
Turned out	Switched off	Queer	Strange	Scowl	Frown
Rarely	Scarcely	Courteous	Polite	Slanting	Angling
Swiftly	Quickly	Vivid	Clear	Punctuating	Interrupting
Mystic	Saint	Recollection	Memory	Inherited	Birthright
Intensifying	Boosting	Foundation	Organization	Traditions	Customs
Perception	Conception	Enthusiasm	Zeal	Lot	Group
Sipping	Tasting	Largely	Mainly	Gales	Wind
Sherry	Wine	Firm	Strict	Rattling	Striking
Fortnight	Two weeks	Tremendous	Fearful		
Remarkable	Excellent	Ordeal	Trial		
Strain	Stress	Lusty	Energetic		
Anno domini	Advanced age	Barbarians	Savages		
Fatal	Baleful	Pounce	Attack		

Chapter - 2

Short Questions Answers

Q.1 What was Brookfield surrounded by?

Ans. It was surrounded by ancient elms.

Q.2 What type of building was Brookfield?

Ans. It was a group of eighteenth-century building centred upon a quadrangle.

Q.3 When was Brookfield established according to Whetherby?

Ans. It was established in the reign of Elizabeth as a grammar school.

Q.4 How was Brookfield in its reputation?

Ans. The school went up and down, dwindling almost to non-existence at one time, becoming almost famous at another.

Q.5 When was Brookfield rebuilt and large additions were made?

Ans. It was rebuilt and large additions were made in the reign of the first George.

Q.6 When did Whetherby join Brookfield?

Ans. He joined Brookfield in 1840.

Q.7 How was Brookfield School in the period of Whetherby?

Ans. He restored its fortunes somewhat.

Q.8 Who supported Brookfield?

Ans. Several notable families supported it.

Q.9 What type of students did Brookfield supply to the society?

Ans. It supplied history-making men, Judges, Members of Parliament, colonial administrators, a few peers, bishops, merchants, squires and parsons.

Q.10 What would snobbish people confess about Brookfield when it was mentioned before them?

Ans. They confessed that they rather thought they had heard of it.

Q.11 Why could Chips not join any better school than Brookfield?

Ans. In any social or academic sense, Chips was just as respectable but no more brilliant than Brookfield itself.

Q.12 What had Chips dreamed of as a young man?

Ans. His dream had been to get a headship finally or a senior mastership in any of the first class schools.

Q.13 What did Chips realize after repeated trials and failures?

Ans. After repeated trials and failures, he realized the inadequacy of his qualification.

Q.14 How was Chips at Brookfield at the age of forty?

Ans. At forty he was rooted, settled and quite happy.

Q.15 When was Chips himself Brookfield?

Ans. At sixty under a new and youthful head, he was Brookfield; the guest of honour at old Brookfield dinners, the court of appeal in all matter affecting Brookfield history and traditions.

Q.16 When did Chips retire?

Ans. In 1913 when he turned sixty-five he retired.

Q.17 What was Chips presented with at his retirement?

Ans. He was presented with a cheque, a writing desk and a clock.

Q.18 Where did Chips go to live after his retirement?

Ans. He went across the road to live at Mrs. Wickett's.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Across the road behind a **rampart** of ancient elms lay Brookfield, russet under its autumn mantle of creeper.

   (a) memory (b) wall (c) relic (d) fort

2. Across the road behind a rampart of ancient elms lay Brookfield, **russet** under its autumn mantle of creeper.

   (a) reddish green (b) reddish blue (c) reddish yellow (d) reddish brown

3. Across the road behind a rampart of ancient elms lay Brookfield, russet under its autumn **mantle** of creeper.

   (a) winds (b) cover (c) rain (d) learns

4. Across the road behind a rampart of ancient elms lay Brookfield, russet under its autumn mantle of **creeper**.

   (a) crawling (b) vine (c) walking (d) leaves

5. Then came the small dependent village and the open **fen** country.

   (a) dry (b) green (c) wet (d) bushy

6. The school went up and down, **dwindling** almost to non-existence at one time, becoming almost illustrious at another.

   (a) increasing (b) improving (c) decreasing (d) reading

7. The school went up and down, dwindling almost to **non-existence** at one time, becoming almost illustrious at another.

   (a) fame (b) height (c) obscurity (d) sublimity

8. The school went up and down, dwindling almost to non-existence at one time, becoming almost **illustrious** at another.

   (a) lighting (b) obscure (c) famous (d) beautiful

9. Later, after the Napoleonic Wars and until mid-Victorian days, the school **declined** again.

   (a) decreased (b) improved (c) increased (d) denied

10. Wetherby, who came in 1840, **restored** its fortunes somewhat.

    (a) stored (b) snatched (c) reclined (d) regained

11. Wetherby, who came in 1840, restored its **fortunes** somewhat.

    (a) building (b) standard (c) fame (d) students

12. Several **notable** families supported it.

    (a) poor (b) known (c) wealthy (d) political

13. It was the sort of school which, when mentioned, would sometimes make **snobbish** people confess that they rather thought they had heard of it.

    (a) arrogant (b) rich (c) honest (d) sick

14. It was the sort of school which, when mentioned, would sometimes make snobbish people **confess** that they rather thought they had heard of it.

    (a) realize (b) admit (c) think (d) mend

15. Not that he was **boastful** or conceited but he had been, in his early twenties, as ambitious as most other young men at such an age.

    (a) proud (b) honest (c) nice (d) poor

16. Not that he was boastful or **conceited** but he had been, in his early twenties, as ambitious as most other young men at such an age.

    (a) rich (b) studious (c) bigheaded (d) angry

17. Not that he was boastful or conceited but he had been, in his early twenties, as **ambitious** as most other young men at such an age.

    (a) aspiring (b) knowledgeable (c) ignorant (d) poor

18. His dream had been to get a headship **eventually** or at any rate a senior mastership in a really first-class school.

    (a) incidentally (b) luckily (c) finally (d) rarely

19. It was only gradually, after repeated **trials** and failures, that he realized the inadequacy of his qualification.

    (a) applications (b) chances (c) attempts (d) examinations

20. It was only gradually, after repeated trials and failures, that he realized the **inadequacy** of his qualification.
    (a) insufficiency (b) failing (c) passing (d) excellence
21. His discipline, though good enough and improving, was not absolutely **reliable** under all conditions.
    (a) ready (b) readable (c) relishing (d) dependable
22. Where he was, began to fill a comfortable **niche** in his mind.
    (a) table (b) floor (c) place (d) corner
23. At fifty he was the **doyen** of the staff.
    (a) headmaster (b) senior member (c) head (d) principal
24. A decent career, decently closed; three cheers for old Chips, they all shouted, at that **uproarious** end-of-term dinner.
    (a) noisy (b) final (c) glorious (d) fine
25. Three cheers, indeed; but there was more to come, an **unguessed** epilogue, an encore played to a tragic audience.
    (a) expected (b) brilliant (c) unexpected (d) nice
26. Three cheers, indeed; but there was more to come, an unguessed **epilogue**, an encore played to a tragic audience.
    (a) last part (b) first part (c) news (d) book
27. Three cheers, indeed; but there was more to come, an unguessed epilogue, an **encore** played to a tragic audience.
    (a) repetition (b) enquiry (c) innings (d) match

Answers

1.	(b)	2.	(d)	3.	(b)	4.	(b)	5.	(c)
6.	(c)	7.	(c)	8.	(c)	9.	(a)	10.	(d)
11.	(c)	12.	(b)	13.	(a)	14.	(b)	15.	(a)
16.	(c)	17.	(a)	18.	(c)	19.	(c)	20.	(a)
21.	(d)	22.	(c)	23.	(b)	24.	(a)	25.	(c)
26.	(a)	27.	(a)						

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Rampart	Wall	Fortunes	Fame	Reliable	Dependable
Russet	Reddish-brown	Notable	Known	Niche	Place
Mantle	Cover	Snobbish	Arrogant	Doyen	Senior member
Creeper	Vine	Confess	Admit	Uproarious	Noisy
Fen	Wet	Boastful	Proud	Unguessed	Unexpected
Dwindling	Decreasing	Conceited	Bigheaded	Epilogue	Last part
Non-existence	Obscurity	Ambitious	Aspiring	Encore	Repetition
Illustrious	Famous	Eventually	Finally	Restored	Regained
Declined	Decreased	Trials	Attempts	Inadequacy	Insufficiency

Chapter - 3

Short Questions Answers

Q.1 What type of a room did Mrs. Wickett let to Mr. Chips?

Ans. It was a small but very comfortable and sunny room.

Q.2 What would Mr. Chips like after his retirement if the weather were mild enough?

Ans. He would like to go across the road to the playgrounds in the afternoon and watch the games.

Q.3 How would Chips get to know all the new boys after his retirement?

Ans. He made a special point of getting to know all the new boys by having them to tea with him during the first term.

Q.4 What would Chips always order for from Reddaway's?

Ans. He always ordered a walnut-cake with pink icing, during the winter term.

Q.5 What did Chips' guests find fun?

Ans. His guests found it fun to watch him make tea mixing careful spoonfuls from different caddies.

Q.6 What would Chips ask the new boys?

Ans. He would ask the new boys where they lived, and if they had family connections at Brookfield.

Q.7 What would Chips say to the new boys at the end of the one hour session?

Ans. "It's been very delightful meeting you. I'm sorry you can't stay anymore."

Q.8 What would the new boys comment leaving Chips after tea?

Ans. Decent old boy, Chips. Gives you a jolly good tea and you do know when he wants you to push off.

Q.9 What would Mr. Chips comment when the new boys left for school across the road?

Ans. A most interesting time Mrs. Wickett.

Q.10 Why did Chips say he had thrashed Collingwood?

Ans. He said he had thrashed him for climbing on to the gymnasium roof to get a ball out of the gutter.

Q.11 What was Mrs. Wickett before she had saved money?

Ans. Mrs. Wickett had been in charge of the linen-room at the school.

Q.12 Where was Mr. Collingwood killed?

Ans. He was killed in Egypt.

Q.13 How was Chips's room furnished at Mr. Wickett's?

Ans. It was furnished simply and with a school-masterly taste; a few bookshelves and sporting trophies; a mantelpiece crowded with fixture cards and signed photographs of boys and men; a worn Turkey carpet; big easy chairs; pictures on the wall, of the Acropolis and the Forum.

Q.14 Which type of books did Chips enjoy?

Ans. He enjoyed detective novels of Doctor Thorndyke or Inspector French.

Q.15 What did Chips think of Latin and Greek?

Ans. He thought of Latin and Greek far more as dead languages from which English gentleman ought to know a few quotations.

Q.16 Why did Chips like short leading articles in The Times?

Ans. He liked them because they introduced a few tags that he recognized.

Q.17 What would Chips busy himself with at Mrs. Wickett's?

Ans. He would busy himself with corrections for the next edition of the Brookfieldian Directory, writing his occasional letters in his spidery but legible script.

Q.18 What did the two new masters comment about Chips after their visit?

Ans. They commented that the old boy was quite a character and he was a typical bachelor, if ever there was one.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. The house itself was ugly and **pretentious**.
   (a) affected (b) hateful (c) pompous (d) frightening
2. He liked, if the weather were mild enough, to **stroll** across to the playing-fields.
   (a) strict (b) sit (c) walk (d) swim
3. I once **thrashed** him-umph-for climbing on the gymnasium roof.
   (a) beat (b) taught (c) asked (d) made
4. Yes, I knew'im, sir. ***Cheeky***'e was to me, generally.
   (a) nice (b) disrespectful (c) polite (d) handsome
5. A pleasant, **placid** life, at Mrs. Wickett's.
   (a) lonely (b) peaceful (c) warm (d) aggressive
6. A few bookshelves and sporting trophies; a mantelpiece **crowded** with fixture-cards and signed photographs of boys and men.
   (a) burning (b) crying (c) full (d) empty
7. There was, however, a seasoning of history and **belles-lettres**.
   (a) Latin letters (b) Greek literature (c) Love letters (d) beautiful literature
8. He was not, despite his long years of **assiduous** teaching, a very profound classical scholar.
   (a) English (b) Greek (c) Diligent (d) Maths
9. He wanted to be among the **dwindling** number of people who understood such things was to him a kind of secret ad valued freemasonry.
   (a) large (b) decreasing (c) elite (d) increasing
10. His room was **furnished** simply and with school-master taste.
    (a) decorated (b) small (c) big (d) large
11. All that **fuss** about mixing the tea – a typical bachelor.
    (a) effort (b) excitement (c) talking (d) struggle
12. Times that introduced a few **tags** that the recognize.
    (a) boxes (b) phrases (c) pages (d) article

13. Brookfield Directory, writing his occasional letters in thin, **spidery** but very legible script.
    (a) insect **(b)** bat **(c)** wide **(d)** thin
14. Brookfield Directory, writing his occasional letters in thin, spidery but very legible **script**.
    (a) writing **(b)** book **(c)** copy **(d)** letter
15. Which was **oddly** incorrect; because Chips was not a bachelor at all.
    (a) surprisingly **(b)** really **(c)** truly **(d)** always

Answers

1.	(a)	2.	(c)	3.	(a)	4.	(b)	5.	(b)
6.	(c)	7.	(d)	8.	(c)	9.	(b)	10.	(a)
11.	(b)	12.	(b)	13.	(d)	14.	(a)	15.	(a)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Pretentious	Affected	Crowded	Full	Fuss	Excitement
Stroll	Walk	Belles-lettres	Beautiful literature	Tags	Phrases
Thrashed	Beat	Assiduous	Diligent	Furnished	Decorated
Cheeky	Disrespectful	Dwindling	Decreasing	Script	Writing
Placid	Peaceful	Spidery	Thin	Oddly	Surprising

Chapter - 4

Short Questions Answers

Q.1 What did warmth of the fire and gentle aroma of the tea stir in Chips?

Ans. These things stirred a thousand tangled recollections of old times. Especially the spring of 1896 when he was 48.

Q.2 When had Chips been appointed housemaster?

Ans. In the spring of 1896 when he was forty-eight.

Q.3 Where did Chips go in summer vacation of 1896 and with whom?

Ans. During the summer vacation he went up to the lake district with Rowden, a colleague.

Q.4 Where did Chips stay at Lake District?

Ans. He stayed at Wasdale Head, where he boarded in a small farmhouse.

Q.5 Why did Rowden leave Chips at Lake District?

Ans. He had to leave suddenly on some family business.

Q.6 Where was Chips climbing and what did he notice?

Ans. He was climbing on Great Gable and he noticed a girl waving excitedly from a dangerous looking ledge.

Q.7 What did Chips think of the girl waving excitedly on Great Gable?

Ans. He thought she was in difficulties.

Q.8 What happened to Chips when he tried to help the girl at Great Gable?

Ans. In doing so he slipped himself and wrenched his ankle.

Q.9 What was actually the matter with the girl at Great Gable?

Ans. She was not in difficulties at all, but was merely signaling to a friend farther down the mountain.

Q.10 How good was the girl as a climber?

Ans. She was an expert climber, better even than Chips, who was pretty good.

Q.11 In what condition did Chips find himself at Great Gable?

Ans. He found himself the rescued instead of the rescuer and neither role was one for which he had much taste.

Q.12 How would Chips feel about women?

Ans. He never felt at home or at ease with them. The new woman of the nineties filled him with horror.

Q.13 What type of a man was Chips at the time of meeting Katherine?

Ans. He was a quiet, conventional person and the world seem to him full of distasteful innovations.

Q.14 What was Chips's vague notion of women?

Ans. He had a vague notion that nice women were weak, timid and delicate.

Q.15 How did nice men treat women in Chips's opinion?

Ans. In his opinion, nice men treated them with a polite but rather distant chivalry.

Q.16 What did the girl and her friend do when Chips had wrenched his feet?

Ans. As Chips could scarcely walk she and her friend had a hard job of getting him down the steep track to wasdale.

Q.17 What was the name of the girl whom Chips met at Great Gable?

Ans. Her name was Katherine Bridges.

Q.18 How old was Katherine Bridges?

Ans. She was twenty-five – young enough to be Chips's daughter.

Q.19 What was Katherine Bridges like?

Ans. She had blue, flashing eyes and freckled cheeks and smooth straw coloured hair.

Q.20 Why did Katherine help Mr. Chips?

Ans. She considered herself responsible for Chips's accident.

Q.21 Where would Katherine go on bicycle along the side of the lake?

Ans. She would go on bicycle along the side of the lake to the house in which the quiet, middle-aged, serious looking man lay resting.

Q.22 What did Chips wonder vaguely about?

Ans. He wondered that Katherine rode a bicycle and was unafraid to visit a man alone in a farmhouse sitting-room.

Q.23 What was Katherine's profession?

Ans. She was a governess out of job, with a little money saved up.

Q.24 Whom did Katherine read and admire?

Ans. She read and admired Ibsen.

Q.25 What did Katherine believe about women?

Ans. She believed that women ought to be admitted to the universities and have a vote.

Q.26 What were Katherine's political ideas?

Ans. In politics she was a radical with leanings towards the views of people like Bernard Shaw and William Morris.

Q.27 How did Chips think about Katherine's ideas?

Ans. He did not at first think it worthwhile to contradict them as he was not very articulate.

Q.28 What did Chips have to admit about Katherine when she would come to see him?

Ans. He had to admit that she was a very beautiful girl.

Q.29 What had Chips always thought about modern woman?

Ans. He had always thought that the modern type of woman would repel him.

Q.30 What would Katherine think about middle – aged men?

Ans. She would always think that middle aged men who read 'The Times' and disapproved of modernity were terrible bores.

Q.31 Why did Katherine like Chips initially?

Ans. She liked him initially because he was so hard to get to know and he had gentle and quite manners and his opinions were outdated. He was thoroughly honest with brown eyes and a charming smile.

Q.32 What was Chips's nickname at school?

Ans. It was Chips.

Q.33 What happened within one week of Chips and Katherine's meeting?

Ans. They were head over heals in love.

Q.34 When did Chips and Katherine marry and where?

Ans. They were married in London a week before the beginning of the autumn term.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. There came to him, **stirred** by the warmth of the fire.
   (a) burnt (b) affected (c) shaken (d) tasted
2. A thousand **tangled** recollections of old times. Spring-the Spring of 1896.
   (a) mixed up (b) vivid (c) clear (d) dim
3. An age at which a **permanence** of habits begins to be predictable.
   (a) constancy (b) set (c) heritage (d) liking
4. Where he **boarded** in a small farmhouse.
   (a) lodged (b) bred (c) brew (d) brooded
5. Thinking she was in difficulties he **hastened** towards her.
   (a) shorted (b) quickened (c) saw (d) waved
6. But in doing so slipped himself, and **wrenched** his ankle.
   (a) tool (b) twisted (c) rubbed (d) bruised

7. But was merely **signaling** to a friend farther down the mountain.
   (a) talking (b) beckoning (c) watching (d) listening
8. Thus he found himself the **rescued** instead of the rescuer.
   (a) helper (b) saved (c) hounded (d) injured
9. He was a quiet, **conventional** person, and the world viewed from the haven of Brookfield.
   (a) traditional (b) smart (c) old (d) learned
10. He was a quiet, conventional person, and the world viewed from the **haven** of Brookfield.
   (a) window (b) gate (c) door (d) place
11. Bernard Shaw who had the strangest and most **reprehensible** opinions.
   (a) objectionable (b) authentic (c) repulsive (d) true
12. He had a vague notion, if he ever **formulated** it.
   (a) work (b) expressed (c) chronicled (d) finished
13. That nice women were weak, timid, and delicate, and that nice men treated them with a polite but rather distant **chivalry**.
   (a) relation (b) gentlemanliness (c) strictness (d) disliking
14. She had blue, flashing eyes and **freckled** cheeks and smooth straw-coloured hair.
   (a) plump (b) heat spot (c) red (d) rosy
15. In politics she was a **radical**.
   (a) politician (b) revolutionary (c) pessimistic (d) worker
16. All her ideas and opinion she **poured** out to Chips during those summer afternoons at Wasdale Head.
   (a) wrote (b) spilled (c) erased (d) sent
17. He because he was not very **articulate** did not at first think it worth-while to contradict them.
   (a) mute (b) fluent (c) silent (d) handsome
18. He used to **hobble** with sticks along a footpath leading to the tiny church.
   (a) eat (b) stagger (c) buy (d) sell
19. It was comfortable to sit down, facing the sunlight and the green-brown **majesty** of the Gable, and listening to the chatter of-well yes, Chips had to admit it-a very beautiful girl.
   (a) colour (b) splendour (c) cover (d) mantle

20. It was comfortable to sit down, facing the sunlight and the green-brown majesty of the Gable, and listening to the **chatter** of-well yes Chips had to admit it-a very beautiful girl.

(a) song (b) speech (c) talk (d) jokes

21. This "new woman" business would **repel** him.

(a) attract (b) dislike (c) fascinate (d) entice

22. She was making him positively look forward to the glimpse of her safety bicycle **careering** along the lakeside road.

(a) picking (b) lurching (c) dancing (d) swimming

23. Who read the Times and **disapproved** of modernity were terrible bores.

(a) spoke (b) disliked (c) repent (d) advocate

Answers

1.	(b)	**2.**	(a)	**3.**	(a)	**4.**	(a)	**5.**	(b)
6.	(b)	**7.**	(b)	**8.**	(b)	**9.**	(a)	**10.**	(d)
11.	(a)	**12.**	(b)	**13.**	(b)	**14.**	(b)	**15.**	(b)
16.	(b)	**17.**	(b)	**18.**	(b)	**19.**	(b)	**20.**	(c)
21.	(b)	**22.**	(b)	**23.**	(b)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Stirred	Affected	Conventional	Traditional	Articulate	Fluent
Tangled	Mixed up	Haven	Place	Hobble	Stagger
Permanence	Constancy	Reprehensible	Objectionable	Majesty	Splendour
Boarded	Lodged	Formulated	Expressed	Chatter	Talk
Hastened	Quickened	Chivalry	Gentlemanliness	Repel	Dislike
Wrenched	Twisted	Freckled	Heat spot	Careering	Lurching
Signaling	Beckoning	Radical	Revolutionary	Disapproved	Disliked
Rescued	Saved	Poured	Spilled		

Chapter - 5

Short Questions Answers

Q.1 Had Chips visited Lake District since his first meeting with Katherine?

Ans. He had never visited the Lake District.

Q.2 What did Katherine say to Chips about living amongst the boys?

Ans. She told Chips she liked boys and would enjoy living amongst them.

Q.3 What did Katherine think of Chips when she first met him?

Ans. She thought that he was a solicitor or stockbroker or a dentist or a man with a big cotton business in Manchester.

Q.4 What did Katherine say about school mastering?

Ans. She said that school mastering was so different and so important because they influence those who would grow up and matter to the world.

Q.5 What did Chips think of his school mastering?

Ans. He said that he always did his best and that was all anyone could do in any job.

Q.6 Where was Katherine married from?

Ans. She was married from the house of an aunt in Ealing.

Q.7 What did Katherine say on the night before the wedding when Chips left for his hotel?

Ans. She said, "I feel rather like a new boy beginning his first term with you. Shall I call you 'sir' or would Mr. Chips be the right thing? Mr. Chips, I think. Good-bye, then–Good-bye, Mr. Chips..."

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. When Chips, dreaming through the hours at Mrs. Wickett's, **recollected** those days.

   (a) remembered (b) see (c) watch (d) wrote

2. He used to look down at his feet and wonder which one it was that had performed so **signal** a service.

   (a) poor (b) remarkable (c) sign (d) signature

3. That, the trivial cause of so many **momentous** happenings, was the one thing of which details evaded him.

   (a) dreadful (b) significant (c) small (d) petty

4. That, the trivial cause of so many momentous happenings, was the one thing of which details **evaded** him.

   (a) haunted (b) teased (c) echoed (d) escaped

5. But he re-saw the **glorious** hump of the Gable.

   (a) beautiful (b) high (c) uneven (d) steep

6. He could re-smell the washed air after heavy rain, and re-follow the **ribbon** of the pass across to Sty Head.

   (a) piece (b) step (c) peak (d) strip

7. So clearly it **lingered** that time of dizzy happiness, those evening strolls.

   (a) came (b) stayed (c) went (d) left

8. So clearly it lingered that time of dizzy happiness, those evening **strolls**.

   (a) strokes (b) winds (c) walks (d) lessons

9. But he had been rather serious about it, even a little **awed**.

   (a) smiling (b) supported (c) feared (d) annoyed

10. I was afraid you were a **solicitor** or a stockbroker.

    (a) doctor (b) lawyer (c) judge (d) professor

11. He had for some reason been **afflicted** with an acute desire to depreciate himself and all his attainments.

    (a) annoyed (b) troubled (c) repented (d) delayed

12. He had for some reason been afflicted with an acute desire to depreciate himself and all his **attainments**.

    (a) friends (b) achievements (c) fellows (d) colleagues

13. He had told her of his only **mediocre** degree.

    (a) bachelor (b) average (c) master (d) matric

14. He would never get a promotion, and of his complete **ineligibility** to marry a young and ambitious girl.

    (a) disliking (b) promise (c) unsuitability (d) consent

15. She said, with **mock** gravity.
    - **(a)** feigned **(b)** smart **(c)** pretty **(d)** smiling
16. She said, with mock **gravity**.
    - **(a)** lie **(b)** smile **(c)** laugh **(d)** seriousness
17. Green-pale gas-lamps **flickering** on a wet pavement.
    - **(a)** erected **(b)** shining **(c)** standing **(d)** lying

Answers

1.	(a)	**2.**	(b)	**3.**	(b)	**4.**	(d)	**5.**	(a)
6.	(d)	**7.**	(b)	**8.**	(c)	**9.**	(c)	**10.**	(b)
11.	(b)	**12.**	(b)	**13.**	(b)	**14.**	(c)	**15.**	(a)
16.	(d)	**17.**	(b)						

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Recollected	Remembered	Lingered	Stayed	Mediocre	Average
Signal	Remarkable	Strolls	Walks	Ineligibility	Unsuitability
Momentous	Significant	Awed	Feared	Mock	Feigned
Evaded	Escaped	Solicitor	Lawyer	Gravity	Seriousness
Glorious	Beautiful	Afflicted	Troubled	Flickering	Shining
Ribbon	Strip	Attainments	Achievements		

Chapter - 6

Short Questions Answers

Q.1 How was Chips's marriage with Katherine?

Ans. The marriage was a triumphant success.

Q.2 How did the wives of old masters feel at first about Katherine?

Ans. They were tempted at first to be jealous of someone so young and lovely.

Q.3 How was Chips in behaviour before marriage?

Ans. Till his marriage he had been a dry and rather neutral sort of person; liked and thought well of by Brookfield but not very popular.

Q.4 What had Chips begun to sink into before his marriage?

Ans. He had begun to sink into dry methods of teaching that is the worst thing for the profession.

Q.5 What effect did Katherine influence on Chips?

Ans. She made him a new man. His eyes gained sparkle and his mind began to move more adventurously.

Q.6 What had Chips aimed at when he first came to Brookfield?

Ans. He had aimed to be loved, honoured and obeyed.

Q.7 What came to Chips from the boys after his marriage?

Ans. Love came to him from the boys after his marriage.

Q.8 Which of Chips's things did never fail to please boys?

Ans. His joke in Roman History forms about Miss Plebs and Mr. Patrician never failed to please boys.

Q.9 What did Katherine develop in Chips?

Ans. She broadened his views and opinions giving him an outlook far beyond the roofs and towers of Brookfield.

Q.10 What did Katherine suggest Chips about mission in East London?

Ans. She suggested a team from mission should come up to Brookfield and play one of the school's elevens at Soccer.

Q.11 What was general opinion of everyone at school about boys of mission of East End?

Ans. Everyone was certain that the East End lads would be hooligans or they would be made to feel uncomfortable. There would be incidents and everyone would be confused.

Q.12 When did boys from Poplar arrive at Brookfield?

Ans. They arrived at Brookfield one Saturday afternoon.

Q.13 Which team did lose in the Soccer match between Brookfield and East End?

Ans. The East End boys were defeated by seven goals to five.

Q.14 What did the poplar boys also take with them?

Ans. They took with them also the memory of a charming woman who had met them and talked to them.

Q.15 Who was old Gribble?

Ans. He was the school butler.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. For his marriage was a **triumphant** success.
   (a) short (b) victorious (c) little (d) remote
2. Katherine **conquered** Brookfield as she had conquered Chips.
   (a) saw (b) won (c) bought (d) visited
3. Even the wives of the masters, **tempted** at first to be jealous of some one so young and lovely.
   (a) impressed (b) found (c) inclined (d) remained
4. He had, in fact, already begun to sink into that creeping dry-rot of **pedagogy**.
   (a) learning (b) scholarship (c) stream (d) teaching
5. Though most of the newness was really a warming to life of things that were old, **imprisoned** and unguessed.
   (a) confined (b) criminal (c) accused (d) sentenced
6. The one thing he had always had, a sense of humour, **blossomed** into a sudden richness.
   (a) bright (b) gathered (c) concluded (d) matured

7. He began to make little jokes, the sort that school-boys like-**mnemonics** and puns.
   (a) memorizing techniques (b) jokes (c) tit bits (d) books
8. An outlook far beyond the roofs and **turrets** of Brookfield.
   (a) minarets (b) towers (c) walks (d) holes
9. He remained, for instance a **Conservative** in politics.
   (a) optimist (b) backward (c) worker (d) speaker
10. To introduce a group of slum boys to the **serene** pleasances of better-class youngsters.
   (a) noisy (b) bossy (c) peaceful (d) unpleasant
11. At first a **wanton** stirring of all kinds of things that had better be left untouched.
   (a) careless (b) strong (c) mighty (d) heavy
12. Everyone was certain that the East End lads would be **hooligans**.
   (a) decent (b) smarter (c) players (d) bullies
13. You can't satisfy your conscience by writing a cheque for a few **guineas** and keeping them at arm's.
   (a) students (b) organizations (c) notes (d) people
14. And the **volte-face** was so complete that the authorities were taken unaware.
   (a) reversal (b) vulture (c) denial (d) refusal
15. Found themselves **consenting** to the dangerous experiment.
   (a) disapproving (b) approving (c) disagreeing (d) disliking
16. Everything has passed without the slighted **hitch** of any kind.
   (a) problem (b) walk (c) lift (d) danger

Answers

1.	(b)	2.	(b)	3.	(c)	4.	(d)	5.	(a)
6.	(d)	7.	(a)	8.	(b)	9.	(b)	10.	(c)
11.	(a)	12.	(d)	13.	(c)	14.	(a)	15.	(b)
16.	(a)								

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Triumphant	Victorious	Blossomed	Matured	Hooligans	Bullies
Conquered	Won	Turrets	Towers	Guineas	Notes
Tempted	Inclined	Conservative	Backward	Volte-face	Reversal
Pedagogy	Teaching	Serene	Peaceful	Consenting	Approving
Imprisoned	Confined	Wanton	Careless	Hitch	Problem

Chapter - 7

Short Questions Answers

Q.1 What had Katherine always pleaded Chips for regarding the boys?
Ans. She had always pleaded for leniency.
Q.2 Who was Ogilvie?
Ans. Old Ogilvie was a choir master.
Q.3 What happened when old Ogilive was taking choir-practice?
Ans. Dunster put a rat in the organ-loft.
Q.4 What happened to Dunster?
Ans. He drowned at Jutland.
Q.5 What was the old fifth form room called?
Ans. It was called "The Pit".
Q.6 What would Chips think when he remembered the things of the past?
Ans. He would think that he would write them down and make a book of them.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. And so it stood, a warm and **vivid** patch in his life, casting a radiance that glowed in a thousand recollections.
   (a) hot (b) dark (c) dim (d) clear
2. And so it stood, a warm and vivid patch in his life, casting a **radiance** that glowed in a thousand recollections.
   (a) shadow (b) vote (c) doubt (d) light

3. Katherine **scampering** along the stone corridors, laughing beside him at some "howler" in an essay he was marking.
   (a) smiling (b) speeding (c) talking (d) chatting
4. Katherine scampering along the stone corridors, laughing beside him at some **howler** in an essay he was marking.
   (a) joke (b) mistake (c) phrase (d) sentence
5. He was marking, taking the **cello** part in a Mozart trio for the School concert.
   (a) acting (b) violin (c) main (d) side
6. Katherine **tendering** her advice in any little problem that arose.
   (a) disliking (b) giving (c) liking (d) agreeing
7. Having all hundreds of boys **cooped up** here is really an unnatural arrangement.
   (a) confined (b) taught (c) registered (d) struck off
8. One black sheep can **contaminate** others.
   (a) help (b) spoil (c) treat (d) pay
9. He was **adamant** and wouldn't be persuaded.
   (a) polite (b) stubborn (c) mild (d) lenient
10. He was always at the mercy of a softening wave of **reminiscence**.
    (a) sea (b) remembrance (c) water (d) air
11. But she had not always pleaded for **leniency**.
    (a) strictness (b) mildness (c) fine (d) concession
12. He's too **cocksure** of himself.
    (a) admiror (b) great (c) healthy (d) overconfident
13. That had one been keen, **anecdotes** that were funny only because one remembered the fun.
    (a) books (b) fables (c) lectures (d) jokes
14. When the last trace of it had **vanished** from human memory.
    (a) taken (b) disappeared (c) imprinted (d) brought
15. What a crowd of emotions clung to him as to their last home before **annihilation**!
    (a) growing (b) coming (c) blooming (d) elimination
16. How did Brookfield react to the great **scare** of the forty-five?
    (a) effort (b) fright (c) year (d) age

17. Sometimes went even so far as to make **desultory** notes in an exercise-book.
    (a) deserted **(b)** unfixed **(c)** dry **(d)** deliberate
18. It would seem quite **tame** in print, but, Lord, how funny it had been at the time.
    (a) bright **(b)** dull **(c)** healthy **(d)** pungent

Answers

1.	(d)	2.	(d)	3.	(b)	4.	(b)	5.	(b)
6.	(b)	7.	(a)	8.	(b)	9.	(b)	10.	(b)
11.	(b)	12.	(d)	13.	(b)	14.	(b)	15.	(d)
16.	(b)	17.	(b)	18.	(b)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Vivid	Clear	Cooped up	Confined	Anecdotes	Fables
Radiance	Light	Contaminate	Spoil	Vanished	Disappeared
Scampering	Speeding	Adamant	Stubborn	Annihilation	Elimination
Howler	Mistake	Reminiscence	Remembrance	Scare	Fright
Cello	Violin	Leniency	Mildness	Desultory	Unfixed
Tendering	Giving	Cocksure	Overconfident	Tame	Dull

Chapter - 8

Short Questions Answers

Q.1 Which spring was always in Chips's mind?

Ans. The spring of ninety-eight was always in his mind.

Q.2 Which of his students had met him on the day his wife and son died?

Ans. Young Faulkner had met him on that horrible day.

Q.3 Which class did Chips take on the day of the death of his wife and son?

Ans. He took the fourth form.

Q.4 What was written on the sheet of paper contained in the letter that he received on the death of his wife and son?

Ans. Each contained nothing but a blank sheet of paper.

Q.5 On which day did Chips's wife and son die?

Ans. The mother and the child just born died on April 1st 1898.

Multiple Choice Questions

1. You can go to **blazes** for all I care.
   (a) flames (b) school (c) park (d) house
2. Actually he nodded and **stumbled** on.
   (a) read (b) faltered (c) wrote (d) talked
3. He did not want to talk to anybody or to receive **condolences**.
   (a) application (b) surprises (c) letters (d) sympathies

Answers

1.	(a)	2.	(b)	3.	(d)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Blazes	Flames	Stumbled	Faltered	Condolences	Sympathies

Chapter - 9

Short Questions Answers

Q.1 Where did Chips move to after his wife's death?

Ans. Chips changed his more commodious apartments in School House for his old original bachelor quarters.

Q.2 What did Chips say to Mr. Lloyd George?

Ans. He said, "I am nearly old enough to remember you as a young man. I confess that you seem to me to have improved a great deal."

Q.3 What type of people did Chips dislike?

Ans. He disliked the kind of people who were pro-Boers.

Q.4 Whom was Chips orthodox about?

Ans. He was orthodox about Mr. Llyod George and the famous Budget.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Chips changed his more **commodious** apartments in School House for his old original bachelor quarters.

   (a) cheap (b) spacious (c) old (d) costly

2. Just as marriage had added something, so did **bereavement** after the first stupor of grief he became suddenly the kind of man whom boys.

   (a) deprivation (b) teaching (c) profession (d) registration

3. Just as marriage had added something, so did bereavement after the first **stupor** of grief he became suddenly the kind of man whom boys.

   (a) trance (b) episode (c) play (d) encounter

4. Chips, when he was over eighty, used to recount that incident with many **chuckles**.

   (a) tears (b) laughs (c) memories (d) people

5. There settled upon Chips a **mellowness** that gathered all his developing mannerisms.

   (a) sense (b) sweetness (c) thinking (d) disease

6. He had won, by seniority and ripeness, an **uncharted** no-man's-land of privilege.

   (a) understanding (b) unexplored (c) unavoidability (d) unregistered

7. He had acquired the right to those gentle **eccentricities** that so often attack schoolmasters and parsons.

   (a) manners (b) habits (c) oddities (d) behaviour

8. It was with an air to mystic **abandonment** to ritual.

   (a) praying (b) yielding (c) reading (d) residing

9. That verifying glance was an easy and favourite subject of **mimicry** throughout the School.
   (a) imitation (b) latin (c) discussion (d) party
10. A gaze half **rapt** half quizzical.
   (a) joyous (b) dry (c) open (d) close
11. A gaze half rapt half **quizzical**.
   (a) open (b) close (c) staring (d) questionable
12. And on windy days with gown and white hair and School-list **fluttering** in uproarious confusion.
   (a) glittering (b) slipping (c) floating (d) moving
13. And on windy days with gown and white hair and School-list fluttering in **uproarious** confusion.
   (a) hilarious (b) noisy (c) furious (d) dangerous
14. The whole thing became a comic turn **sandwiched** between afternoon games and the return to classes.
   (a) explained (b) eaten (c) squeezed (d) enjoyed
15. Some of those names, in little ***snatches*** of a chorus, recurred to him ever afterwards.
   (a) music (b) bits (c) instruments (d) voices
16. How far had they scattered, some to break, others to **weave** into unknown patterns.
   (a) squeeze (b) brief (c) interlock (d) thrive
17. The strange **randomness** of the world beguiled him.
   (a) aimlessness (b) behaviour (c) attitude (d) qualities
18. The strange randomness of the world **beguiled** him.
   (a) saddened (b) enjoyed (c) deceived (d) treated
19. She had not been able to **bequeath** him all her mind, still.
   (a) beneath (b) inherited (c) convince (d) persuade
20. He did not share the general **jingo** bitterness against the Boers.
   (a) patriotic (b) election (c) belief (d) tendency
21. However **heretical** he might be about the Boers.
   (a) opposed (b) favourite (c) likelihood (d) chancy

Answers

1.	(b)	2.	(a)	3.	(a)	4.	(b)	5.	(b)
6.	(b)	7.	(c)	8.	(b)	9.	(a)	10.	(a)
11.	(d)	12.	(d)	13.	(b)	14.	(c)	15.	(b)
16.	(c)	17.	(a)	18.	(c)	19.	(b)	20.	(a)
21.	(a)								

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Commodious	Spacious	Abandonment	Yielding	Snatches	Bits
Bereavement	Deprivation	Mimicry	Imitation	Weave	Interlock
Stupor	Trance	Rapt	Joyous	Randomness	Aimlessness
Chuckles	Laughs	Quizzical	Questionable	Beguiled	Deceived
Mellowness	Sweetness	Fluttering	Moving	Bequeath	Inherited
Uncharted	Unexplored	Uproarious	Noisy	Jingo	Patriotic
Eccentricities	Oddities	Sandwiched	Squeezed	Heretical	Opposed

Chapter - 10

Short Questions Answers

Q.1 Who had succeeded Weatherby as head of Brookfield?

Ans. Mr. Meldrum had succeeded Wetherby as head of Brookfield.

Q.2 When did Meldrum die and how?

Ans. In 1900 old Meldrum died from pneumonia.

Q.3 When did Chips become acting head of Brookfield?

Ans. He became acting head in the interval before the appointment of a successor of Mr. Meldrum.

Q.4 When did the school bell cling at an unaccustomed time?

Ans. It clang on a May morning.

Q.5 What did Mr. Ralston announce of?

Ans. He announced of the death of his Majesty King Edward the seventh.

Q.6 Who was driving the engines when railwaymen were on strike?

Ans. Soldiers were driving the engines.

Q.7 Who were patrolling the line when railwaymen were on strike?

Ans. Brookfield boys were patrolling the line.

Q.8 Whom was Chips talking to when young Cricklade approached?

Ans. Chips was talking to a man named Mr. Jones. He was a striker.

Q.9 What did Chips think Kathie would have approved if she had been alive?

Ans. She would have approved Chips talking to a striker.

Q.10 Why had Chips taken Kathie to London?

Ans. He had taken Kathie to London to see the procession on Diamond Jubilee.

Q.11 Whose father had sailed on the Titanic?

Ans. Grayson's father had sailed on the Titanic.

Q.12 With which Grayson was Chips destined to condole?

Ans. It was Grayson senior.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. In 1900 old Meldrum, who had **succeeded** Wetherby as Head and had held office for three decades.

   (a) ascended **(b)** decided **(c)** decreased **(d)** increased

2. When they brought in a mere youngster of thirty-seven, **glittering** with Firsts and Blues.

   (a) shining **(b)** shivering **(c)** brimming **(d)** skimming

3. He was an altogether milder and less **ferocious** animal.

   (a) tamed **(b)** fearsome **(c)** gorgeous **(d)** coward

4. Fixing the multitude with a cold **presaging** severity.

   (a) threatening **(b)** mildly **(c)** blooded **(d)** behaviour

5. He talked of them as if they were **queer** animals out of a Zoo.

(a) severe **(b)** near **(c)** unusual **(d)** cruel

6. Where a hair's breadth of error might be **catastrophic**.

(a) enthusiastic **(b)** constructive **(c)** destructive **(d)** energetic

Answers

1.	(a)	**2.**	(a)	**3.**	(b)	**4.**	(a)	**5.**	(c)
6.	(c)								

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Succeeded	Ascended	Ferocious	Fearsome	Queer	Unusual
Glittering	Shining	Presaging	Threatening	Catastrophic	Destructive

Chapter - 11

Short Questions Answers

Q.1 How was Mr. Ralston in his behaviour?

Ans. He was efficient, ruthless, ambitious, but not very likeable.

Q.2 Which headmaster of Brookfield did raise its status after 1900?

Ans. Ralston raised the status of Brookfield as a school.

Q.3 What was Ralston's ultimatum to Mr. Chips?

Ans. He asked Mr. Chips if he had ever thought of retiring.

Q.4 What was Chips's reply to Ralston's question?

Ans. He replied that he could not say he had thought much about it.

Q.5 What suggestion did Mr. Ralston give to Mr. Chips?

Ans. He said the Governors would agree to his being adequately pensioned.

Q.6 What did Mr. Ralston charge Mr. Chips with?

Ans. He said that Chips's methods of teaching were slack and old fashioned. His personal habits were slovenly and he ignored his instructions.

Q.7 Which of Chips's dress was a subject of continuous amusement at school according to Ralston?

Ans. It was Chips's grown.

Q.8 What did Chips say was a lot of nonsense in his opinion?

Ans. It was to make boys say Kickero at school instead of Cicero and instead of vicissim in place of 'we kiss im!'

Q.9 What did Chips feel for Ralston later?

Ans. He felt a little sorry for Ralston.

Q.10 Who listened to the row between Chips and Ralston?

Ans. A little boy waiting to see Ralston listened to the row.

Q.11 Who was Chairman of the Governors at the time of Chips and Ralston's row?

Ans. Sir John Rivers was the chairman of The Governors.

Q.12 What did Chips remember about Sir John Rivers that he could not master when he was a student?

Ans. He could never master his verbs.

Q.13 What did Mr. John Rivers say to chips?

Ans. He said the Governor did not want him to resign. Brookfield wouldn't be the same without him. He could stay there till he was a hundred if he felt like it.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. He was efficient, **<u>ruthless</u>** ambitious, but not, somehow, very likeable.
   (a) brainless (b) merciless (c) fatherless (d) helpless
2. When he had just turned sixty, came Ralston's **<u>urbane</u>** ultimatum.
   (a) cruel (b) sympathetic (c) pathetic (d) civilized
3. Your personal habits are **<u>slovenly</u>**.
   (a) adorable (b) untidy (c) nice (d) bad

4. And the result is simply **chaos** and inefficiency.
   (a) disorder (b) kind (c) excellent (d) order
5. At last Chips had something **tangible** that he could tackle.
   (a) nice (b) fickle (c) solid (d) stupid
6. And suddenly, in a **torrent** of thoughts too pressing to be put into words.
   (a) flow (b) slackness (c) pond (d) rush
7. A factory for turning out a **snob-culture** based on money any machines.
   (a) dirty (b) muddy (c) showy (d) money
8. Instead of widening them to form a genuine **inclusive** democracy of duke and dustman.
   (a) involving (b) brilliant (c) real (d) genuine
9. Instead of widening them to form a genuine inclusive democracy of **duke** and dustman.
   (a) king (b) queen (c) rich (d) prince
10. Instead of widening them to form a genuine inclusive democracy of duke and **dustman**.
    (a) sweeper (b) poor (c) labourer (d) gardener
11. Ralston was **narrowing** them upon the single issue of a fat banking account.
    (a) binding (b) washing (c) cleaning (d) reducing
12. They greedily **swallowed** the bait.
    (a) refused (b) decreased (c) denied (d) gulped
13. **Financiers**, company promoters, pill-manufacturers.
    (a) lenders (b) promoters (c) doctors (d) engineers
14. Vulgar... **ostentatious**... all the hectic rotten-ripeness of the age.... No sense of proportion.
    (a) rich (b) pompous (c) poor (d) miserable
15. Vulgar... ostentatious... all the **hectic** rotten-ripeness of the age.... No sense of proportion.
    (a) soft (b) nice (c) kind (d) feverish
16. Vulgar... ostentatious... all the hectic rotten-ripeness of the age.... No sense of **proportion**.
    (a) property (b) religion (c) ratio (d) etiquettes

17. All this flashed through his mind in an instant of protest and **indignation**.

(a) memory (b) thought (c) depressed (d) fury

18. Looking back upon that scene in the clam **perspective** of a quarter of a century.

(a) weather (b) viewpoint (c) atmosphere (d) condition

19. Neither had correctly **estimated** the toughness of Brookfield tradition, and its readiness to defend itself and its readiness to defend itself and its defenders.

(a) solved (b) decided (c) guessed (d) thought

20. Neither had correctly estimated the toughness of Brookfield tradition, and its readiness to defend itself and its **readiness** to defend itself and its defenders.

(a) harshness (b) softness (c) mildness (d) promptness

21. He had been **thrilled** by it.

(a) stirred (b) shocked (c) rocked (d) mocked

22. The amazing result was a **spontaneous** outburst of sympathy and partisanship such as Chips.

(a) deprived (b) slow (c) intermediated (d) impulsive

23. The amazing result was a spontaneous **outburst** of sympathy and partisanship such as Chips.

(a) remark (b) response (c) eruption (d) ship

24. The amazing result was a spontaneous outburst of sympathy and **partisanship** such as Chips.

(a) support (b) party (c) trick (d) craft

25. Chips, in his wildest dreams, had never **envisaged**.

(a) felt (b) liked (c) preferred (d) imagined

26. There was talk of having some kind of public **riot** in the School if Ralston succeeded in banishing Chips.

(a) demand (b) property (c) turbulence (d) opinion

27. There was talk of having some kind of public riot in the School if Ralston succeeded in **banishing** Chips.

(a) talking (b) punishing (c) calling (d) expel

28. The masters, many of them young men who agreed that Chips was hopelessly old-fashioned, **rallied** round him.

(a) assembled (b) circled (c) muffled (d) walked

29. They hated Ralston's slave-driving and saw in the old **veteran** a likely champion.

(a) expert (b) writer (c) actor (d) singer

30. Chips, old boy, I hear you've been having the **deuce** of a row with Ralston.

(a) chat (b) talk (c) annoyance (d) penalty

31. Claims to have doubled the School's **endowment** funds by some monkeying on the Stock Exchange.

(a) donation (b) annual (c) yearly (d) monthly

32. Claims to have doubled the School's endowment funds by some **monkeying** on the Stock Exchange.

(a) annoying (b) playing (c) jumping (d) tricks

33. He starts **chucking** his weight about with you, tell him very politely he can go to the devil.

(a) throwing (b) reducing (c) increasing (d) maintaining

Answers

1.	(b)	2.	(d)	3.	(b)	4.	(a)	5.	(c)
6.	(d)	7.	(c)	8.	(a)	9.	(c)	10.	(b)
11.	(d)	12.	(d)	13.	(a)	14.	(b)	15.	(d)
16.	(c)	17.	(d)	18.	(b)	19.	(c)	20.	(d)
21.	(a)	22.	(d)	23.	(c)	24.	(a)	25.	(d)
26.	(c)	27.	(d)	28.	(a)	29.	(a)	30.	(c)
31.	(a)	32.	(d)	33.	(a)				

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Ruthless	Merciless	Financiers	Lenders	Envisaged	Imagined
Urbane	Civilized	Ostentatious	Pompous	Riot	Turbulence
Slovenly	Untidy	Hectic	Feverish	Banishing	Expel
Chaos	Disorder	Proportion	Ratio	Rallied	Assembled
Tangible	Solid	Indignation	Fury	Veteran	Expert
Torrent	Rush	Perspective	Viewpoint	Deuce	Annoyance
Snob-culture	Showy	Estimated	Guessed	Endowment	Donation
Inclusive	Involving	Readiness	Promptness	Chucking	Throwing
Duke	Rich	Thrilled	Stirred		
Dustman	Poor	Spontaneous	Impulsive		
Narrowing	Reducing	Outburst	Eruption		
Swallowed	Gulped	Partisanship	Support		

Chapter - 12

Short Questions Answers

Q.1 When did Ralston leave Brookfield?

Ans. He left Brookfield in 1911.

Q.2 Why did Ralston leave Brookfield?

Ans. He was offered the headship of one of the greater Public School.

Q.3 Who was Ralston's successor?

Ans. His successor was a man named Mr. Chatteris.

Q.4 How old was Chattris at the time of joining Brookfield?

Ans. He was thirty-four years old.

Q.5 How was Mr. Chatteris?

Ans. He was modern, friendly, and sympathetic.

Q.6 What made Chips resign and when?

Ans. He suffered from Bronchitis for nearly the whole of the winter term in 1913. So he decided to resign.

Q.7 How old was Chips at the time of retirement?

Ans. He was sixty-five.

Q.8 Who was Mrs. Wickett?

Ans. She had once been linen room maid at Brookfield.

Q.9 When did chips finally retire?

Ans. He retired at the end of term dinner, in July1913. He received his farewell presentation.

Q.10 What had the captain of the school come of?

Ans. He had come of an exaggerated family.

Q.11 How long had Chips been at Brookfield?

Ans. He had been at Brookfield for forty-two year.

Q.12 Why was Big Hall of School turned into a hospital ward?

Ans. When two third of school went down with German measles, the Big Hall was turned into a hospital ward.

Q.13 What title did Chips suggest for his book?

Ans. He called it Memories of Rod and Lines.

Q.14 Where did Chips go for a cure and when?

Ans. In August 1931, chips went for a cure to Wiesbaden.

Q.15 Where did Chips lodge at Wiesbaden?

Ans. He lodged at the home of the German master at Brookfield, Herr Staefel.

Q.16 What did Chips accept after his retirement?

Ans. He accepted presidency of the old Boys' club and went to dinners in London.

Q.17 What did Herr Staefel say to chips before leaving for Germany in 1914?

Ans. He said he thought the Balkan business wouldn't come to anything.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Recognizing in Chips a Brookfield institution, he **courteously** and wisely accepted the situation.

   (a) half heartedly **(b)** finally **(c)** nearly **(d)** politely

2. Besides, he would not **sever** himself completely.

   (a) hate **(b)** cut **(c)** like **(d)** represent

3. And was made twice as long, perhaps, by the laughter that **impeded** its progress.
   (a) increased (b) reproduced (c) hindered (d) made

4. Roars of laughter and **tumultuous** cheers.
   (a) salient (b) loud (c) three (d) useful

Answers

1.	(d)	2.	(b)	3.	(c)	4.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Courteously	Politely	Sever	Cut	Impeded	Hindered
Tumultuous	Loud				

Chapter - 13

Short Questions Answers

Q.1 When in Chips's opinion they ought to have finished the war in the beginning?

Ans. Chips said they ought to have finished it by Christmas.

Q.2 Who was the smallest boy Brookfield ever had?

Ans. Forrester was the smallest boy Brookfield ever had.

Q.3 How long was Forrester?

Ans. He was about four feet high above his muddy football boots.

Q.4 When was Forrester killed, where and how?

Ans. He was killed in 1918 shot down in flames over Cambrai.

Q.5 Who was Blades?

Ans. He was the Head of School House.

Q.6 When and where did the armies clench?

Ans. In 1915 Armies clenched in a dead lock from the sea to Switzerland.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. The first shock, and then the first **optimism**.
   (a) laziness (b) hope (c) opinion (d) reception
2. Armies **clenched** in deadlock from the sea to Switzerland.
   (a) fought (b) faced (c) defeated (d) squeezed
3. One night last week — silly fool — got **hysterical**.
   (a) mad (b) patient (c) paralyzed (d) shocked
4. And get cold shouldered as a **slacker** on top of everything.
   (a) soldier (b) lazy (c) person (d) teacher

Answers

1.	(b)	2.	(d)	3.	(a)	4.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Optimism	Hope	Hysterical	Mad	Slacker	Lazy
Clenched	Squeezed				

Chapter - 14

Short Questions Answers

Q.1 How did Chips do the second time when he joined the school during the war?

Ans. He was a grand success altogether.

Q.2 What was Chips's new jokes about?

Ans. They were about the OTC, food rationing system and the anti-air-raid blinds.

Q.3 When did Chatteris fall ill?

Ans. He fell ill during the winter of 1917.

Q.4 When did Chips become second time acting Head of Brookfield?

Ans. He became second time Head of Brookfield in 1917.

Q.5 When did Chatteris die?

Ans. He died in April 1917.

Q.6 What was Chips's answer to the Governors?

Ans. When asked to carry on for duration, he said he would, if they would refrain from appointing him officially.

Q.7 What was Chips's reply to John Rivers refusing a permanent appointment?

Ans. "I am not a young man and I don't want people to expect a lot from me. I'm just a war-time fluke."

Q.8 Where would Chips sit as acting headmaster in 1917 & 1918?

Ans. He sat in the headmaster's study every morning.

Q.9 Who read out the tragic list on Sundays in chapel after Chatteris?

Ans. On Sundays in chapel, it was Chips who now read out the tragic list after Chatteris.

Q.10 Why was the letter from Switzerland heavily censored?

Ans. It was censored because it had the news of death of Mr. Max Staefel, the German master.

Q.11 Why was the news of Max Staefel's death unusual?

Ans. He was fighting for the Germans, so he was an enemy.

Q.12 What was Chips's opinion of bayonet-practice?

Ans. He said it seemed to him a very vulgar way of killing people.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. He was **absurdly** gratified by the success it achieved.

   (a) foolishly (b) very (c) nicely (d) really

2. There is no **sublimer** feeling in the world.

   (a) elevated (b) submissive (c) aggressive (d) healthy

3. There was a mysterious kind of **rissole** that began to appear on the School menus on Mondays.

   (a) sound (b) shadow (c) phantom (d) croquette

4. Just a war-time **fluke**.

    (a) gun **(b)** accident **(c)** weapon **(d)** ammunition

5. He answered with that lazy, slightly asthmatic **intonation**.

    (a) disease **(b)** problem **(c)** rise and fall **(d)** diagnosis

Answers

1.	(a)	2.	(a)	3.	(d)	4.	(b)	5.	(c)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Absurdly	Foolishly	Rissole	Croquette	Intonation	Rise and fall
Sublimer	Elevated	Fluke	Accident		

Chapter - 15

Short Questions Answers

Q.1 What did Chips remark about the loud explosion?

Ans. He remarked that some stink-merchant in his laboratory invented a new kind of mischief.

Q.2 Who had been nicknamed the Stink-Merchant?

Ans. Burrow, the pale, lean and medically unfit science master had been nicknamed the stink-merchant.

Q.3 Which page did Chips ask Maynard to turn to and where to begin?

Ans. He asked Maynard to turn to page forty and begin at the bottom line.

Q.4 How many bombs had fallen in and around Brookfield and how many people had died?

Ans. Five bombs had fallen in and around Brookfield. Nine people had been killed.

Q.5 What was Kitchen staff requested to provide on November 11, 1918?

Ans. They were requested to provide as cheerful a spread as wartime rationing permitted.

Q.6 What was ordered for the school on 11 November, 1918?

Ans. A whole holiday was ordered for the school.

Q.7 What did Chips do at the dais in the hall on November 11, 1918?

Ans. He shook his head after a moment, smiled and walked away again.

Q.8 What happened to Chips during the walk on 11 November, 1918?

Ans. He got a chill and the next day he was in bed with Bronchitis.

Q.9 When did Chips send his resignation?

Ans. On night of November 11 after his visit to the dining-hall, he had sent in his resignation to the Board of Governors.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. There was plenty of **shrapnel** falling about outside.
   (a) metal pieces **(b)** shot **(c)** guns **(d)** gunfires
2. Speaking a little louder amidst the **reverberating** crashed of the guns.
   (a) falling **(b)** rising **(c)** echoing **(d)** smoking
3. Is there any one who will volunteer to **construe**.
   (a) help **(b)** explain **(c)** move **(d)** go
4. The story was told, retold, **embellished**.
   (a) forgotten **(b)** adorned **(c)** flogged **(d)** written

Answers

1.	(a)	2.	(c)	3.	(b)	4.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Shrapnel	Metal pieces	Construe	Explain	Embellished	Adorned
Reverberating	Echoing				

Chapter - 16

Short Questions Answers

Q.1 What did Chips say to Gregson when he came to visit him?

Ans. He said, "I remember you were always late for everything, perhaps you'll be late in growing old like me."

Q.2 What did Chips say to Mr. Wickett about Gregson?

Ans. He said that he had a job with League of Nations where his laziness wouldn't be noticeable.

Q.3 What did one of the new masters let the Sixth call him?

Ans. He let the Sixth call him by his Christian name.

Q.4 What did Brookfield boys do during the general strike of 1926?

Ans. The boys loaded motor-vans with foodstuffs.

Q.5 What was Chips's answer to the American visitor at a speech day function?

Ans. Chips answered that the advertisement is always costly.

Q.6 What reputation had Chips earned?

Ans. Chips had earned the reputation of being a great jester.

Q.7 Where had Chips invested his small capital?

Ans. He had invested his small capital in gilt-edged stocks.

Q.8 When did Chips make his will?

Ans. In 1930 he made his will.

Q.9 What was Chips's will?

Ans. Except for legacies to the mission and to Mrs. Wickett, he left all he had to found an open entrance scholarship to the school.

Q.10 Why did all people ask him questions?

Ans. They all asked him, as if he were some kind of prophet and encyclopedia combined. Besides, they liked the answers dished up as a joke.

Q.11 What did Chips say to Henderson?

Ans. He said that in his youth there was someone who promised people nine pence for four pence. But the present rulers seemed to have solved the problem of how to give four pence for nine pence."

Multiple Choice Questions

1. He could look upon it all with a deep and **sumptuous** tranquility.
   (a) disturbing (b) unforgetful (c) splendid (d) unbelievable
2. Suppose – his – um – **dilatoriness**.
   (a) quickness (b) delay (c) sharpness (d) welcome
3. The post-war decade swept through with a clatter of change and **maladjustments**.
   (a) inadaptability (b) responsibility (c) assiduity (d) performance
4. England had burned her fire in her own **grate** again.
   (a) house (b) kitchen (c) ground (d) fireplace
5. They liked their answer **dished up** as a joke. He would say.
   (a) washed (b) served (c) put (d) placed

Answers

1.	(c)	2.	(b)	3.	(a)	4.	(d)	5.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Sumptuous	Splendid	Maladjustment	Inadaptability	Dished up	Served
Dilatoriness	Delay	Grate	Fireplace		

Chapter - 17

Short Questions Answers

Q.1 Where had Mrs. Wickett gone on a November afternoon in 1933?

Ans. She had gone out to visit relatives in a neighbouring village.

Q.2 Why had Linford come to see Chips?

Ans. Linford said that he had been told that Chips wanted him.

Q.3 Where did Linford live?

Ans. He lived in shropshire.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. The whole **pageant** of it swung before him as he sat by the fire that afternoon.
   (a) scene (b) reply (c) refused (d) denial
2. I've only just come out of the **sanatorium**.
   (a) school (b) college (c) hospital (d) hotel
3. Chips began his usual **ritualistic** blending of tea from the different caddies.
   (a) ceremonies (b) religious (c) old (d) inherited
4. And the answer came, in a shrill **treble** "Good-bye Mr. Chips.
   (a) hand writing (b) high pitched sound (c) cries (d) whispering

Answers

1.	(a)	2.	(c)	3.	(a)	4.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Pageant	Scene	Ritualistic	Ceremonies	Treble	High-pitched sound
Sanatorium	Hospital				

Chapter - 18

Short Questions Answers

Q.1 Who found Chips unconscious?

Ans. Mrs. Wickett found him unconscious.

Q.2 Whom did Chips think of new headmaster?

Ans. He thought of Cartwright as new headmaster, even though Carwright had been at Brookfield since 1919.

Q.3 What was old Buffles called?

Ans. He was commonly called Roddy.

Q.4 What did Chips hear Cartwright whisper to Merivale?

Ans. He whispered that Poor old chap must had lived a lonely sort of life all by himself.

Q.5 What was Chips's reply to Cartwright's remarks that Chips never had children?

Ans. He said that he had thousands of them.

Q.6 What did Mr. Cartwright comment about Chips when he died?

Ans. He commented that Brookfield would never forget his loveableness.

Q.7 What will Linford always remember?

Ans. He will remember that he said good-bye to Chips the night before Chips died.

Multiple Choice Questions

Tick the right choice of the following under-lined words.

1. Marivale was there, **stooping** over him and smiling.
   (a) bending (b) checking (c) seeing (d) watching
2. he felt so weak that he wasn't ever **puzzled** by the details of the business.
   (a) reached (b) disturbed (c) noticed (d) checked
3. Ralston said I was **slack** and inefficient.
   (a) aggressive (b) smart (c) active (d) lazy
4. "I have," he added, with **quavering** merriment.
   (a) cheerful (b) weak (c) trembling (d) loud
5. Which was **absurd** because all thing are forgotten in the end.
   (a) nice (b) useless (c) useful (d) economic

Answers

1.	(a)	2.	(b)	3.	(d)	4.	(c)	5.	(b)

Important Words and Synonyms

Words	Synonyms	Words	Synonyms	Words	Synonyms
Stooping	Bending	Slack	Lazy	Absurd	Useless
Puzzled	Disturbed	Quavering	Trembling		

Grammar/Text